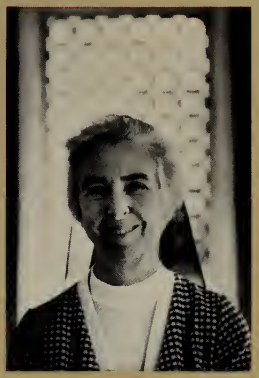
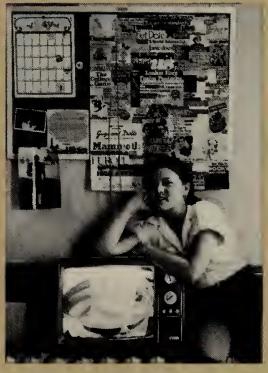
"These precious years should be aimed toward being a better person, a happier person, a more productive person."

Sister Magdalen Coughlin
President, Mount St. Mary's College





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Mount St. Mary's College is a small, Catholic, liberal arts college, primarily for women. We stress these four distinctions, because they are vital in helping you decide whether we are right for you.

Our size is important. We are small enough for each student to be an individual who matters. Small enough for us to know your name, and to call you by it. Small enough for you to be a face, not a number.

Our Catholic heritage matters. It puts you in touch with questions of substance about the universe, people, God, yourself. It shapes our values and will affect yours. It will not restrict you. If you happen not to be Catholic, you will not feel out of place here.

Our liberal arts emphasis gives dimension to life. It will open doors for your eyes and ears, and for your heart and mind and soul.

Though men are welcome in our departments of nursing and music, we are a women's college. We nurture the difference between women and men, even as we prepare you to enjoy and contribute to and excel in the world of both.

In the next pages, we will try to show you who we are. We have tried to be as candid as possible. Your life is precious, and we want you to make as much of this gift as possible. If we are right for you, and you for us, we can enrich each other.

Walking across the campus, you notice first the friendliness. Whether you're with a student or a secretary or a Sister, everyone you meet smiles and speaks. It's a good feeling.

Look into a classroom, and you discover another mark of the Mount. Classes are small. The atmosphere is involved, intense, highly personal. Learning is obviously of paramount importance.

Mount St. Mary's College is unique, even as you are. We hope our description and photographs will be helpful to you in determining whether it is right for you. And vice versa.

The bare facts.

Mount St. Mary's was founded in 1925 by the Sisters of St. Joseph of Carondelet. The school was dedicated to educating women within a Catholic, liberal arts tradition. Though many things about the college have changed since 1925, our reason for existence has not.

"When we came here as freshmen, we rushed down to Bullock's to buy matching bedspreads, and we couldn't wait to get them. We kept checking with Receiving. One day, we went down and explained to the Sister who was there that we'd been expecting this package for days. *She said she'd certainly look into it. A few hours later, she delivered it to our room. It turned out she was the college President, and she'd just happened to be in Receiving that afternoon!" Katina Zaninovich, 1978, B.S., Nursing.*

"I feel I'm ready to leave. I think the Mount has given me enough background to go out and make my own life. One thing I've really learned here is you can do what you want to do. You just figure it out and you put your mind to it, and you can do things the way you want to do them as long as they're not completely and utterly crazy." Anne Zachary, 1978, B.S., Nursing.

"When I started at Doheny last fall, my goal was to get my A.A. degree and become a legal secretary. The school helped me get a job in a law firm. This was good experience, mainly because it made me realize I wouldn't be all that happy as a legal secretary. I took the Career Planning class, and now I'm going to work for my bachelor's in Business at Chalon, and go into advertising. Dr. Sawchuk really helped me – she's a fantastic person." Lynne Broderick, 1979, A.A., Business.

On the Chalon Campus in Brentwood, we offer four-year courses of study leading to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, and Bachelor of Music.

At our Doheny Campus, in the heart of downtown Los Angeles, we offer two-year Associate Degree programs, as well as Community Outreach activities which involve students in social

action and fieldwork, both on-campus and off.

Also at Doheny, men and women may earn graduate degrees and advanced teaching credentials.

A very personal place.

To say that Mount St. Mary's is a personal college is an understatement. With some 250 undergraduate students at Doheny, and approximately 650 at Chalon, it's easy to understand why life is on a first-name basis.

With one faculty member for each 11 students, you will benefit from far greater personal concern for your academic performance than you would find at larger colleges.

This smaller size also allows greater opportunities for you to express your talents and develop leadership.

You will find many opportunities to know your professors outside the classroom. You will be invited to their homes for discussion and dessert after lectures or programs, for honor society initiations, and for departmental parties.

You may also work with faculty members on special projects, including research, Model United Nations, chamber music concerts, and organizations such as Athenaeum. These experiences can be among the finest educational advantages available to you at Mount St. Mary's.

A diverse student body.

You will learn, too, from your fellow students. They come from many states, including Alaska and Hawaii. Approximately 11 percent are from other lands, such as Japan, Hong Kong, Central and South America, India, and Africa.

About one-half are Catholic, with all the other major faiths represented in the other half. Blacks, Orientals, Spanish-Americans, and American Indians make up over one-fourth of our

"My sister attended Mount St. Mary's and I decided to come here, too. Being from Africa, I like the small size of the school, and the friendliness. I don't think I'd have done as well anywhere else. I have a scholarship for graduate work at Notre Dame, and I think I'm ready for that, because of the Mount." Cecilia Diaz, 1978, B.S., Biochemistry.

student body. About ten percent are women returning to school after an absence of several years.

The chance to exchange points of view and make friends with people whose backgrounds are different from your own will deepen your understanding of the world and society.

And when you need it, help.

If you face an academic problem, a faculty advisor is here to discuss it and counsel you. Personal guidance is available when you feel the need to talk over an individual dilemma.

Your special questions can be answered by someone in our Academic Counseling Center where you will also receive assistance in planning your schedule and discussing your choice of major.

If you find yourself having trouble with your classes, you're not unique. We offer group sessions with suggestions on time management, reading, note taking, and preparing for exams. Individual counseling is also available.

"After getting my degree from Doheny, I transferred to Chalon, where I'm working for my bachelor's in Business. On both campuses, classes are really small, so you get lots of attention. But they don't smother you and they don't baby you." Bernadette Gonzaque, 1977, A.A., Business, now at Chalon.

"After about two-and-a-half years in Nursing, I decided I wanted to change to American Studies. My department chairman and teachers helped me design my major and they worked with me so I could apply as many of my credits as possible. A larger school couldn't possibly be that flexible. I really appreciate their counseling." Mary Anne McAlea, 1979, B.A., American Studies. Student Body President, 1978-79.

Campus Ministry offers spiritual counseling, retreats, liturgical celebrations, interfaith discussions, prayer groups, and social action. A full-time chaplain and campus minister together staff the Campus Ministry Office.

Should you become ill, medical services are available at both campuses. Emphasis is placed on preventive medicine.

A strong academic program.

Mount St. Mary's College offers 29 majors and four different baccalaureate degrees at Chalon. The two-year Associate in Arts degree from the Doheny Campus may be earned with seven specializations. These are all described in detail, in succeeding pages.

Our college has a proud tradition of academic excellence, a tradition we guard jealously. We choose our faculty members carefully, and support them with encouragement and the best of physical facilities.

But far more important than their academic credentials, they are enthusiastic, sympathetic, and dedicated men and women, whose primary commitment is to teaching.

Plan your own major.

Because of your special interests, you may wish to combine one or more areas of study. Our individualized major allows you to design your own course of study, with the supervision of a faculty committee. For example, if you are interested in public relations, you may wish to build a program combining classes in journalism and writing, business, psychology, and sociology.

Or perhaps you would like to investigate a special topic in depth. You may draw up a proposal for independent study, with the help of a faculty sponsor. When approved, you study on your own, reporting at intervals to the faculty member for guidance.

The rewards of leadership.

Everyone talks about how important leadership is. Our Leadership Program specifically develops and rewards this attribute.

"I was editor of the college paper last year, and we raised some questions about the way some students were being treated. Finally, the administration met and decided to hold an open forum. The President and the Dean and a lot of the staff were there. We got answers and things that couldn't be answered were looked into. Nothing got swept under the rug. I don't think this could have happened in most schools." Valerie Holcomb, 1979, B.A., English.

"I had heard about the Mount through a friend of my parents. I decided to come here basically because of the size – I like a smaller school – and the people I met here the first time I visited. They were really outgoing. There's a lot of support here for you." Chris Potvin, 1978, B.A., English.

If you have held responsible positions in your school, community, or church, you may be eligible. If you are chosen for the program, you may also apply for a scholarship ranging from $50 to full tuition.

Leadership students take part in programs to nurture their special skills through study and practice. As a member of the program, you will attend workshops on how to delegate responsibility, how to motivate groups of people, how to provide constructive criticism and support. You will have the opportunity of working with successful women leaders on and off campus.

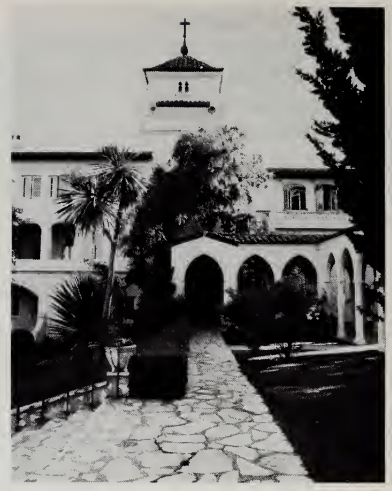
This program can prove invaluable in preparing you for a satisfying and successful role in your community, your career, and in your home.

For further information, and an application for the award, contact the Admissions Office.

One college, two campuses.

Laura Ortiz relaxes on Chalon Campus.

Reassuring sign tells you you're on the right road to Chalon.



Brady Hall, one of two dorms on Chalon.

View from Campus Circle toward Administration Building on Chalon.

Doheny mansion, which lends its name and character to downtown campus.

Ancient trees provide a backdrop of serenity to Doheny Campus trio.

Four years after the Sisters of St. Joseph of Carondelet established Mount St. Mary's, the college moved to 56 acres in what was then a remote location in the Santa Monica Mountains, high above the distant outskirts of Los Angeles. The campus borrowed its name from Chalon Road, which winds up to it via Bundy Drive from Sunset Boulevard.

In 1962, a second campus became part of the college. This is the Doheny Campus, 15 acres on the former estate of oil millionaire Edward L. and Countess Estelle Doheny, very near the heart of the Los Angeles Civic Center.

Vastly different in architectural character, the two campuses share many qualities. Both offer a great degree of tranquility, especially conducive to learning. Yet both are just a few minutes away from all the urban amenities of one of the world's most exciting cities.

Chalon: On a clear day . . .

If not forever, you can certainly see one of the most spectacular views in Southern California. The Pacific stretches to infinity. The Santa Monica Mountains, guarding the campus, remind you that we share this world with deer and hawks and coyotes. Below, UCLA, Century City, and the busy freeways reassure you that all the fascinations and frustrations of the 20th Century are waiting.

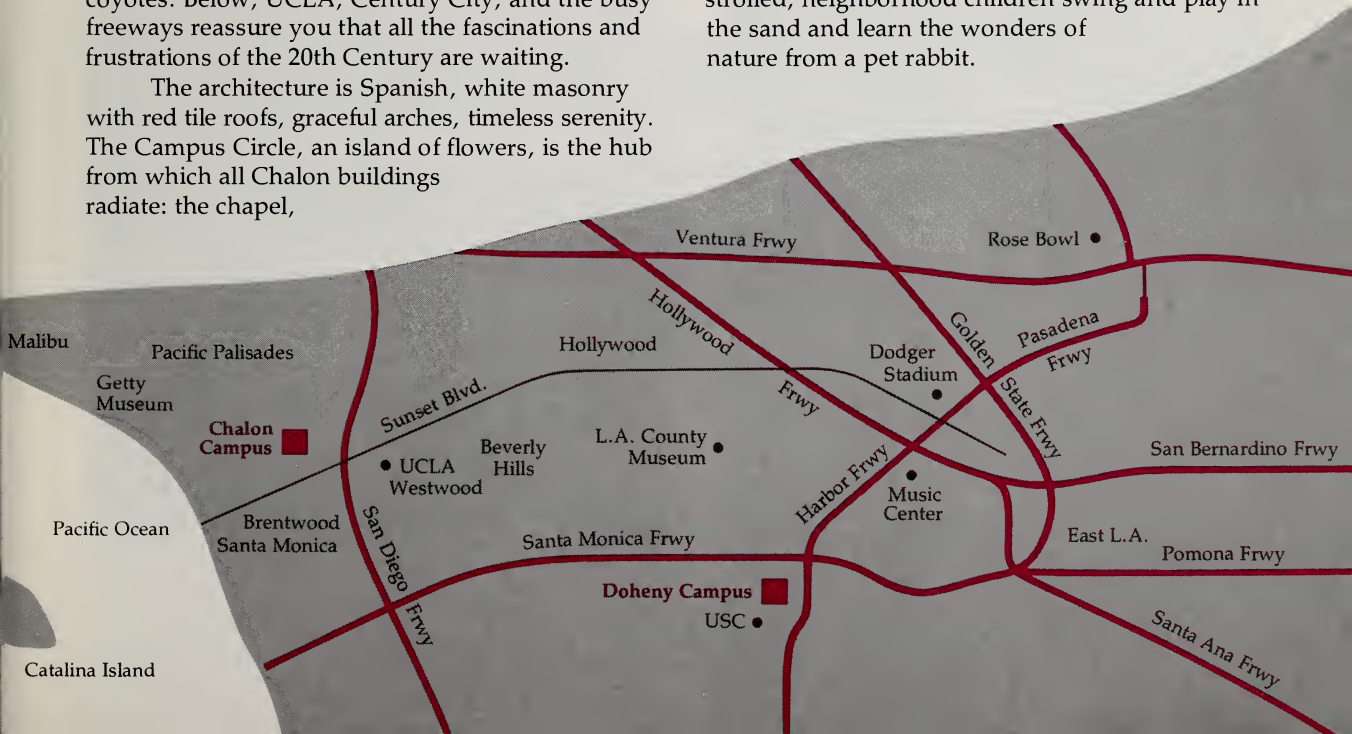
The architecture is Spanish, white masonry with red tile roofs, graceful arches, timeless serenity. The Campus Circle, an island of flowers, is the hub from which all Chalon buildings radiate: the chapel, the classroom building, dormitories, administration building, Coe Library, and the new Jose Drudis-Biada Art Building. Behind the residence hall, tennis courts and an Olympic-sized pool offer welcome respite from classes.

Doheny: One step back . . .

The Doheny Campus, within minutes of the Music Center, Chinatown, Olvera Street, USC, and the Museum of Natural History, takes you back to the elegance of the 1890s. But its academic eyes are firmly fixed on the 21st Century.

A private residential development for decades, Chester Place lies between Adams Boulevard on the south and 23rd Street on the north. The Doheny mansion dominates the street, just as its owners once dominated its social life.

Today, this house remains much as Countess Doheny left it, with stained glass windows, marble floors and columns and mantels, and the great Tiffany-domed Pompeian Room. Yet change has come to Chester Place. Classrooms occupy the mansions. The chalet serves as a library. A gracious old home listens as students practice their music and rehearse their nursing skills. In gardens where a USC Chancellor once strolled, neighborhood children swing and play in the sand and learn the wonders of nature from a pet rabbit.



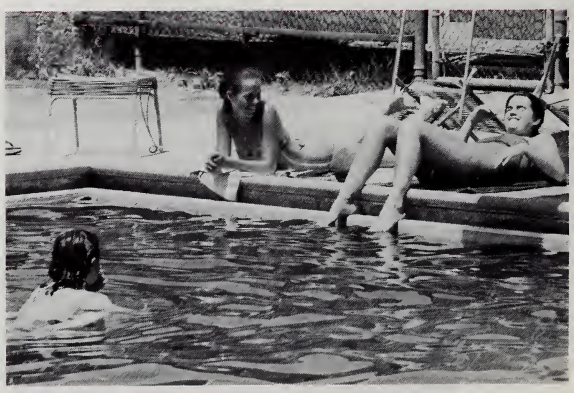
Many things to do.

How will you spend your time outside the classroom and the laboratory? Do you have a special interest in the arts? Join the Mount Chorus and Orchestra. Take a role in the production of the school play, either on-stage or off.

Students publish a yearbook and a school newspaper called *View*. Writers and editors and art directors, proofreaders and "go-fers" are always in demand.

The Jose Drudis-Biada Art Gallery frequently offers a fascinating exhibition of superb paintings, sculpture, weaving, ceramics, or serigraphs.

Studio in the new Jose Drudis-Biada Hall at Chalon is an inspiration for artists, with its perfect light, great space, and excellent technical facilities. Building also contains spacious galleries, offices, and well-equipped classrooms.



Chalon students laze beside outdoor swimming pool.

"I must be crazy – I could still be sleeping." Early morning joggers from the Chalon Campus give San Vicente Boulevard a run for its money.

Government of the students . . .

The Associated Student Body shapes the social, cultural, recreational, and religious activities of the college to serve students' needs within the framework of the administrative philosophy. Five committees assess student priorities, mediate among the various interests, and allocate funds from its annual budget.

This governing body runs the Fine Arts Festival, the Fleur de Lis and Graduation Balls, Red Cross blood drives, and fund-raising campaigns for such worthy charities as Los Niños Orphanage. They also arrange special group tours — ski trips, back-packing expeditions, and weekend excursions to nearby attractions.

The small size of the college makes it entirely feasible for you to find a role in this student government, if you are interested. In fact, one priority of Mount St. Mary's College is to encourage the development of leadership qualities through organizations of this type.

Two kinds of bread. A number of students find jobs in the campus cafeteria, helping to pay for their education.

Olvera Street, where Los Angeles began nearly two centuries ago, is a favorite attraction for Doheny students.

Social, professional, and service groups.

You may wish to join professional organizations relating to your academic major. There are many — Student California Teachers' Association; Student Nurses' Association of California; Women in Consumer Studies; Women of Management and Enterprise; the American

James Delahanty, Professor of Political Science, (right), and Ronald J. Oard, Professor of History and Political Science, are among MSMC's most enthusiastic tennis contenders. Both Chalon and Doheny Campuses boast excellent courts.

Chemical Society Student Affiliates; and Phi Alpha Theta, which is associated with the American Historical Society — to name just a few.

Pi Theta Mu is a service organization whose members work as hostesses for on-campus events. Kappa Delta Chi is a local social sorority, which arranges its own cultural and social events. Campus Ministry also organizes students to help out within the community in places such as the House of Hospitality, which serves meals to the hungry of the inner city.

You may wish to become a member of Athenaeum. This group attends the diverse and excellent theatre in the Los Angeles area, at attractively reduced rates.

Between-classes break, Doheny Campus.

Plus other pleasures.

On both the Chalon and the Doheny Campuses, you'll find tennis courts and at Chalon a swimming pool, to help you stay in shape. The hiking trails in the Santa Monica Mountains at Chalon are challenging and exhilarating. At the beginning of each term, you may sign up for sports such as gymnastics and softball. With enough interest, sailing, horseback riding, and scuba diving may be available.

And as you can see, the proximity of our campuses to UCLA and USC results in other pursuits.

Brahms would probably have felt at home in the Pompeian Room of the Doheny mansion, setting for a May concert by The Women's Chamber Ensemble, which opened with four of his songs. Siena marble pillars and floor, and furniture copied from Pompeian pieces in a Rome museum, inspired the present name of the room, originally known as the Palm Court. Louis Comfort Tiffany designed the Favrile glass dome which encloses the once-open court.

Officially, it's Prague Hall, the Doheny student residence. But occupants call it "the Castle."

Where will you live?

Chalon has two residence halls. Brady Hall has large rooms with high ceilings, many with balconies. The newer Carondelet Hall has more compact rooms, with built-in desks and bookshelves. Each accommodates about 150 residents, with both single and double rooms. Basic furnishings are provided, but you may furnish and decorate your room as you wish.

Each floor of these dorms has a lounge, which is the center of activities. Students gather here for monthly meetings to thrash out problems, elect representatives to Residence Council, and plan events. Many floors hold monthly parties.

Resident assistants work with the staff to oversee all house activities. These are junior, senior, or graduate students chosen on the basis of their maturity and ability to work with others.

Doheny has on-campus rooms in one house, which its 27 occupants call "the Castle." The red stone Victorian building is distinguished by its three-story tower and a wide veranda that curves around the entire house. As on Chalon, social life here is informal and easy-going.

After you are accepted by the college, residence request forms are sent to you. Early application is advisable, because rooms are filled on a first-come, first-served basis.

About half the students at Chalon, and 90 percent at Doheny commute. Commuter student needs are given careful consideration at both campuses. The college also provides a service to match commuters from the same area who want to car-pool on either a short-term or long-term basis.

Santa Monica Pier and friend provide happy respite from academic grind for one MSMC student.

The best view in town. Two Chalon Campus residents greet the dawn from their sleeping quarters on top of a building.

For students at Chalon, the Pacific Ocean is much more than a magnificent view. It's also a playground.

"I came from a public high school, and Mount St. Mary's is really different. If you're absent, they're concerned. They want to know why you're out, and if you're having problems, they want to help you. It's really more like a family than a college. I'm working for a bank now. I'll get my A.A. in Business next year, and get a job as a legal secretary." Letitia Delgadillo

"I've been working in a doctor's office since I started at Doheny last year. It's good experience, and makes it possible for me to stay in school. I'll get my A.A. in Business in May, 1979, and then I want to get my bachelor's. At Doheny, they work with you to make sure you succeed. I know in other schools, they just have big lecture classes and they can't take the time to help you." Emily Gonzales, 1979, A.A., Business.

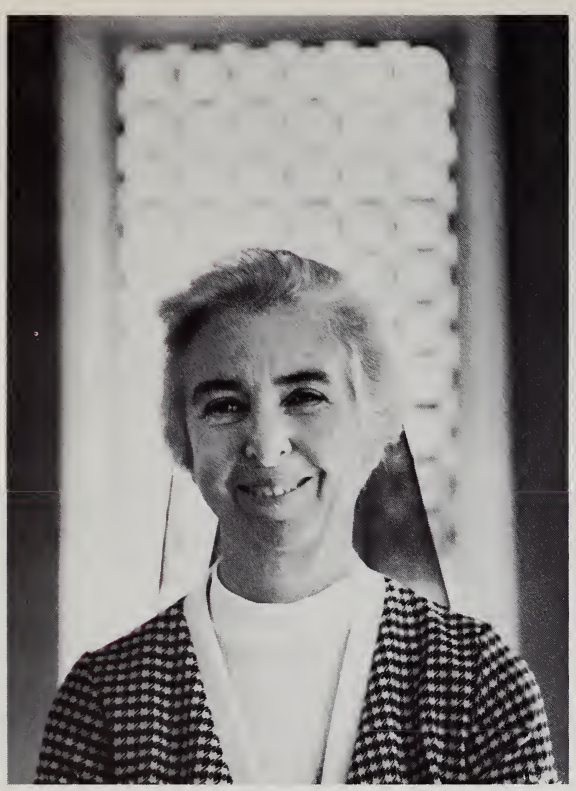
Staying ahead of the healthy appetites at Doheny keeps George and Andrea hard at work in the kitchen – but still smiling!

Chalon Campus student finds the bed in her Carondelet Hall room the ideal place for concentration.

In the filtered sunlight of Chester Place, a guardian lion naps peacefully, smiling as he recalls another era.

If only these walls could talk! Victorian mantel and lamp contrast sharply with animated conversation between two occupants of "the Castle," as students have nicknamed Prague Hall, a Doheny Campus mansion which has been converted to student residence.

In Father Sylvester Ryan, Mount St. Mary's students find a friend, counselor, and chaplain. He also serves as a Lecturer in Religious Studies.



Sister Magdalen Coughlin
President, Mount St. Mary's College

From our President.

Few times have been more exciting, more challenging to a young woman than today. Your opportunities for influencing the world you live in are almost without limit.

But that opportunity carries responsibility, and your responsibility right now is to fulfill your own potential. This is where the right college can make a difference.

For over half a century Mount St. Mary's College has been making a difference in the lives of our students. This difference flows from what the Mount is — a Catholic, liberal arts college, primarily for women. The Catholic tradition provides a value orientation for one's personal and professional life as well as a motivation for a Christian commitment that views professional life as service.

We emphasize liberal arts because we believe that education should greatly enrich your own life and every life that touches yours. We believe fiercely in the promise of the individual student and in her responsibility to improve her own time, that each individual can gain a knowledge of truth, can recognize and create beauty, and can be a vital agent of love and, therefore, justice in her time.

Finally, we offer an environment in which you can learn to be a leader. At a time in history when women are finding more opportunities than ever before to shape events, we believe it is imperative that the art of leadership be developed. Mount St. Mary's College will encourage you, will guide you, and will give you the opportunities and the setting in which you can develop your potential to its greatest, and then we will urge you to make a difference in whatever milieu becomes yours. We believe you will graduate from the college a better person, a happier person, and a more productive person.

Sister Magdalen Coughlin

Associate in Arts Degree Programs: Doheny Campus

Associate Degree programs, conducted on the Doheny Campus, prepare you for immediate entry into a career, or for transfer to a baccalaureate degree program.

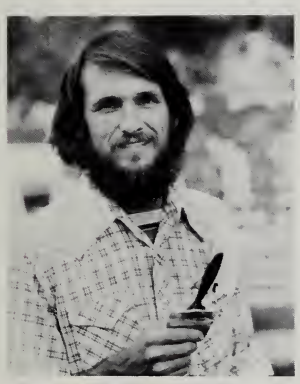
If your interest lies in earning a bachelor's degree, the transfer program is ideal.

Degrees are offered in Art, Business, Nursing, Pre-School Teaching, and Liberal Arts, as well as in Respiratory Therapy and Physical Therapy Assistant.

Art — Doheny

This program provides basic preparation for a beginning career in commercial art, or for transferring to a B.A. or B.F.A. program. Small classes, taught by practicing artists, develop a comprehension of basic design. Students particularly enjoy the converted carriage house which serves as a working studio.

Special Experience classes, tailored to your career goals, combine field work with studio projects to provide practical experience.



"I try to give assignments that students can deal with personally, so they can get involved conceptually. I encourage them to draw upon their own backgrounds to come up with solutions for class problems. We hope they come away from their courses in art knowing that there's more to art than craftsmanship. There are ideas." Jake Gilson, Assistant Professor of Art.

Business — Doheny

The combination of practical secretarial skills with business management fundamentals prepares you for immediate employment as an executive, legal, or medical secretary, or administrative assistant. In addition, classes in history, literature, and psychology will enrich your entire life.

As a background for further development, you'll take courses in business management, business law, and mathematics for business. In your sophomore year, you'll serve an internship in a business firm, law office, or health care facility, to bridge the gap between classroom and office. This often leads to permanent employment.

Sister Marie Loyola Sanders, CSJ, Assistant Professor of Business, planned, organized, and administers the A.A. Business program, and designs from 20 to 25 semester-long internships for Doheny students.

Liberal Arts — Doheny

If you are undecided on career goals, or if you wish a career that combines many specializations, this program may be ideal. Your advisor will help you design your own program to meet the general requirements for an Associate in Arts Degree.

In this way, you may explore a variety of fields, or select courses to develop the special skills you need. As you do, you may wish to work with the Office of Career Planning counselors.

Nursing — Doheny

This program combines clinical nursing courses with classes in psychology, sociology, and religious studies, to develop both technical skills and human understanding. The content of classes is based upon the Roy Adaptation Level Theory of Nursing, which stresses respect for the patient as a human being.

At the program's completion, you will be granted an Associate in Arts Degree, and be eligible to take the California State Board examination for a registered nurse (RN) license. If you are an LVN and have taken required prerequisite classes, you may wish to inquire about challenging the first-year clinical courses.

Respiratory Therapy — Doheny

Whenever breathing is impaired, the Respiratory Therapist, for which this program prepares you, helps doctors restore normal heart and lung functions. The human services core of this program helps you deal with the fears of patients confronted by strange equipment. Clinical classes develop required technical skills, and allow you to apply your skills in a health care facility. Your two years will prepare you for the year of practice required before taking the exam to become a Registered Respiratory Therapist.

Or you may transfer to Chalon to earn a bachelor's degree in a related field. For example, a major in Health Services Administration within the Business Department could develop the abilities needed to become administrator of the Respiratory Therapy service in a hospital.

Physical Therapy Assistant — Doheny

Under the direction of a Registered Physical Therapist, the Physical Therapy Assistant helps people with disabilities caused by age, accident, illness, or birth defects.

Special courses and actual experience in a clinical setting will help you develop both the professional skills and the understanding needed to work constructively with patients and other medical specialists. Upon graduation, you will be qualified to work in hospitals and nursing homes, or to continue at Chalon to become a Registered Physical Therapist with a baccalaureate degree.

Pre-School Teaching — Doheny

This program will enable you to teach in a private nursery school, in Head Start programs, in Los Angeles County Unified School District Children Centers, or in a family day-care home.

Throughout the program, classroom learning is integrated with experience in the Child Development Center on campus. Even before your semester of supervised teaching, you'll work with three- and four-year olds. You may choose the bilingual program, with its four semesters of Spanish, or a special program concentrating on the needs of handicapped children. These choices widen employment opportunities in Southern California.

"From their very first course, our Education students at Doheny gain first-hand experience with three- and four-year-old children. We have about 50 youngsters from the neighborhood in our Child Care Center. Working and observing and interacting with them complements the theory our students learn in class. It's a rare opportunity."
Sister Imelda D'Agostino, CSJ, Instructor in Education.

Bachelor Degree Programs: Chalon Campus

On the Chalon Campus, Mount St. Mary's College conducts all of its four-year Bachelor Degree programs. These comprise 29 majors, and combine a strong liberal arts foundation with preparation for a wide diversity of careers or for graduate study.

The degrees offered by these programs include Bachelor of Arts, Bachelor of Science, Bachelor of Music with a major in Music, and Bachelor of Fine Arts with a major in Art.

American Studies — Chalon

Exploring the influences, past and present, which have affected American character, experience, and institutions, this major offers an excellent foundation for a career in government, business, economics, political writing, teaching, or law. Introductory classes in English, history, and sociology, with emphasis upon American approaches to these subjects, provide a basis for specialized upper division studies in American art, business, history, music, and philosophy.

You will be encouraged to serve an internship in political science or government service. This may take you into local law firms, legal aid societies, or the offices of California's senators or congressmen.

Art — Chalon

The Art program presents art as an essential activity of man, and provides professional training if you wish a career as an artist or art teacher. You may earn either a Bachelor of Arts or a Bachelor of Fine Arts. Both programs begin with courses in drawing, design, painting, and art history. Areas of study are also available in photography, graphic design, printmaking, figure drawing, weaving, fiber arts, ceramics, and sculpture. The B.F.A. student will choose an area of concentration which leads to an exhibit at the end of her senior year.

Jose Drudis-Biada Hall offers excellent facilities including modern equipment and spacious studios.

Biochemistry — Chalon

An interdisciplinary study of biological sciences, chemistry and physics, this major introduces you to the minute, fundamental life processes. It offers excellent preparation for graduate study if you wish a career as a doctor, dentist, pharmacist, veterinarian, or biochemist.

You prepare for the major with classes in biological dynamics, general and organic chemistry, mathematics analysis, and physics. In your junior and senior years, you study genetics, cellular physiology, qualitative organic analysis, and advanced biochemistry. You will have the chance to do independent, original research, an opportunity rarely offered to undergraduates.

Marie Zeuthen, Assistant Professor of Biological Sciences, is a Mount St. Mary's graduate, and has been on the faculty for over 15 years. Her expertise in Medical Technology is particularly helpful in arranging student placements and hospital internships for students in this field.

Biological Sciences — Chalon

This major allows you to examine the behavior of living cells, organs, and systems, and learn how to modify or control their function. You explore their origins and development, and investigate their interaction with other living things.

These studies will prepare you for careers in environmental control, medical or dental schools, teaching, pharmaceutical companies, medical technology, research or graduate school.

Business — Chalon

You may specialize here in one of the two fastest-growing fields in private industry: management and accounting. In Business Administration, you'll study various types of companies and the functions they perform: advertising, public relations, personnel management, and marketing. In Accounting, you will learn to solve the various problems accountants handle, regardless of the size of the firm.

In both programs, you'll have the opportunity as a senior to do an internship with the type of organization that interests you.

Chemistry — Chalon

This major provides you with a comprehension of the principles of chemistry, opening the doors to careers in the chemical industry and allied fields of food, petroleum, and textiles. Women chemists work as laboratory and research assistants, technical writers, research librarians, and chemical analysts. Or you may go on to a career in health or education, industrial management, or patent law.

You may earn either a B.A. or a B.S. in Chemistry. If you plan on graduate study or medical school, a B.S. is recommended.

Throughout your study, you'll enjoy small classes and personalized laboratory instruction.

Child Development — Chalon

A major in Child Development prepares you to help pre-school and primary school children learn and grow. Graduates work in day care centers, nursery schools, and community agencies, or go on to advanced study in social work or psychology. The program is interdisciplinary, giving you a broad understanding of the needs, abilities, and emotional responses of the small child. As an area of special emphasis, you will choose consumer studies, psychology, or sociology.

You will be encouraged to take classes to expand your own creativity, and will spend time working with young children for first-hand experience.

Consumer Studies — Chalon

This major helps you become a more careful consumer, better able to conserve your resources in the marketplace and at home. It offers a number of career options. You may enter consumer relations in business, government, or specialize in consumer journalism, with a Consumer Affairs emphasis. For retailing, advertising, journalism, and public relations, choose Fashion Merchandising. The Home Economics emphasis, plus the requirements for the California teaching credential, qualifies you to teach this subject.

Whatever your choice, you'll have the opportunity for an internship. In many cases, this had led to full-time employment.

Dr. F. Roman Young has been a faculty member and advisor in the Education Department since the mid-1950s. For the ten years preceding his retirement in 1978, he served as Chairman of the department. His philosophy and dedication have been major factors in building the department's reputation in academic circles.

Education — Chalon

The Diversified major concentrates on English, natural sciences, social sciences, and the fine arts to prepare you to teach in elementary school. It leads to the Preliminary Multiple Subject Teaching Credential. You will take 18-21 units in each area. Classes such as Communication and Mathematics will develop teaching techniques, and you will also work as a student teacher for one semester.

The Single Subject Major leads to the Preliminary California Single Subject Credential for secondary school teaching. You will complete requirements for an academic major, plus

education courses, and student teaching.

You may remain a fifth year to earn a Life Credential.

"Our internship program is unique, because we work with our students, evaluating their abilities and challenging their direction. They are given leads which they must pursue, setting up their own interviews and following through on them. Then they submit a proposal, establishing their own goals and criteria for performance. Afterward, they evaluate their internship.We have women in airlines, insurance, banking, personnel, and department stores. We're not just paying lip service to practical experience. We're actually making every intelligent effort to help our students build an economic base from which to pursue their values." David Leese, Ph.D., Chairman of Business Department.

English — Chalon

English majors work as journalists, writers, and reporters for radio and TV, advertising writers, public relations specialists, editors, and technical writers. With a double major in Business, you may enter private industry.

Classes in writing sharpen your technical competence and develop your personal style. The study of literature presents a wide variety of human motivations, while critical analysis of literary works trains you to organize your thoughts.

During your senior year, you may take an internship, applying your skills in writing grant proposals, raising funds, or working in advertising.

French — Chalon

This major will bring you to proficiency in speaking, reading, and writing French, the traditional diplomatic language. French literature and history will help you understand the nation's values and philosophy.

The major can lead to careers in translation and diplomatic services, as well as education, the travel industry, or with a multi-national company. Courses cover the language thoroughly, French literature, theatre, history, and composition.

Gerontology — Chalon

This explores the biological, environmental, social, and psychological aspects of aging in American society. It is an increasingly important area because of today's greater life expectancy.

Classes in the social and behavioral sciences include General Psychology, Sociological Perspectives, Developmental Psychology, and Biology of Aging. You will also take courses such as Psychology of Development and Aging, Psychology of Disability and Adjustment, Sociology of Aging, Art or Music Therapy, Death and Dying, and Bioethics. Then you will practice what you've learned by working with the elderly in a health care facility.

History — Chalon

History provides a good foundation for a career in law, business, government, or teaching. It begins with courses in Western Civilization, American Government, Political Concepts, and Cultural and Historical Geography. In your junior and senior years, three classes will be in U.S. history, three in European history.

As a History major, you may wish to become a delegate to the Model United Nations. Each participating school is assigned a country to represent at the national conference in New York. After studying the country's politics, society, economy, and foreign policy, you will speak for that nation during a simulated session of the U.N.

International Business — Chalon

This major blends courses in international business management, finance, and leadership training with the language and culture of the

Western world. Classes and seminars in business law, personnel, international marketing, and business management will develop management skills. You will acquire proficiency in either French or Spanish, along with a liberal arts base. The program includes an internship with a government agency or an international firm, either here or abroad.

A B.A. in International Business prepares you for a career with an international firm or in government service, the travel industry, advertising, or transportation.

Mathematics — Chalon

Because mathematical theorems and equations define, clarify, and even predict events in the physical universe and in our social environment, a Mathematics major may choose to be a statistician, actuary, data processor, and with further training, an engineer, computer programmer, or systems analyst. Women are in great demand in these areas.

You'll take Mathematical Analysis I and II as preparation. Then in your junior and senior years, you'll take eight advanced courses, including Topics in Geometry, Advanced Calculus, Real Analysis, and Modern Algebra.

Medical Technology — Chalon

If you enjoy using your hands and mind precisely, a career as a medical technologist will allow you to perform vital tests and interpret their results. A major in Biological Sciences with a Medical Technology emphasis prepares you for this specialty.

Following the Biological Dynamics sequence of classes in your first two years, you will study Medical Bacteriology, Immunology, Genetics, and Cellular Physiology. As a senior, you'll do independent research. After earning your B.S., you will serve a one-year internship in a hospital laboratory to be eligible for the California examinations to become a licensed Medical Technologist.

"Our teachers are very available to our music students. One of our most talented girls had gone to a big Eastern school, and from there to Paris for a year. When she came to us, she was very disheartened because she hadn't found the kind of personal teaching she knew she needed to develop. She's really bloomed here, because she's gotten lots of attention from teachers who want to see her make the most of her talent."
Sister Teresita Espinosa, CSJ, Associate Professor of Music.

Music — Chalon

Here you may earn either a Bachelor of Arts or Bachelor of Music degree. Both programs combine individual instruction, solo and ensemble performance with classroom study, discussions, and lectures, to provide a wide range of musical learning. For the B.A., two-thirds of your study must be in the liberal arts, placing music in the context of one's search for truth and beauty, and combining music with other interests. The B.M. prepares you to be a performing artist, conductor, composer, teacher, church musician, or musicologist. Two-thirds of your classes will be in music.

In either program, you may choose an emphasis in Performance, Music Education, Music History, or Music Theory. B.M. students may also focus on Church Music.

Nursing — Chalon

To develop the technical skills, clear thinking, and compassion for the whole patient,

this program combines a broad education in liberal arts and sciences with rigorous clinical training, based on the Roy Adaptation Level Theory of Nursing.

The first two years are spent on campus in preprofessional studies, combined with liberal arts, to deepen your knowledge of man. Both junior and senior years are devoted primarily to the Nursing major, with work as a nurse in clinical settings. The program qualifies you to take the California State Board examination to become a Registered Nurse. At graduation, you'll also be qualified for the Public Health Nursing Certificate, and for graduate study in surgical, pediatric, and psychiatric nursing.

The Roy Adaptation Level Theory of Nursing, which is now a part of the curriculum of many schools throughout this country and Canada, took its name from Sister Callista Roy, CSJ, Chairperson of the Nursing Department at Mount St. Mary's College. She is herself a graduate of the Mount. "This Theory emphasizes the patient's abilities to deal with his own problems. The nurse reinforces and strengthens these abilities, so that, ideally, the patient emerges from his illness better able to cope."

Philosophy — Chalon

This major trains you to think logically and be aware of the implications of your statements. It is excellent preparation for any career requiring careful analysis of situations, precise expression of ideas, and a clear grasp of issues. Students working toward careers in law, business, government, or religion study Philosophy, often with a double major in English, Business, American Studies, or Religious Studies.

The major begins with such courses as Logic: Structures of Reasoning, Knowledge and Reality, Values and Human Existence. As a junior and senior, you'll choose from Metaphysics, Theory of Knowledge, Contemporary Moral Problems, Philosophy of Science, Existentialism, Aesthetics, and History of Philosophy.

Physical Therapy — Chalon

This major trains you in rehabilitation skills to help people with disabilities make the fullest use of their physical capacities. The program includes basic science classes, plus courses to help you understand the emotional needs of patients. Junior and senior year classes develop skills in the various types of therapy to improve patients' physical functions.

You'll work in a clinical setting, designing programs with other health care specialists and learning to supervise assistants. The major prepares you for the year of practice needed for taking the exam to become a Certified Registered Physical Therapist.

Political Science — Chalon

Politics can help you understand how the government affects you and how you can affect it. It can lead to a career in public administration, education, community organizations, business, and politics.

You will investigate political theory, institutions, international relations, comparative politics, and public law as they relate to historical developments and to today's political world. You may combine this program with a major in American Studies, History, or Business. During your senior year, you will be able to take an internship in an elected official's office. You may also serve as a delegate to the Model United Nations (described under History).

Pre-Law — Chalon

Because government regulations control so many areas of our lives, the study of law can be endlessly useful. The legal profession also gives women access to power in many walks of life.

Law schools require certain courses, but do not specify a major, so you may choose from a wide variety of fields. Majors in American Studies,

Business, Consumer Studies, English, History, Foreign Languages, Philosophy, Politics, Science, Psychology, Social Science, and Sociology may apply to law schools. The Pre-Law Program requires Accounting, Logic: Structures of Reasoning, and Symbolic Logic.

Pre-Medical, Pre-Dental — Chalon

If you wish to become a doctor or dentist, Mount St. Mary's offers excellent preparation for the competitive world of professional schools. First, you have a choice of majors: i.e., Biological Sciences, Biochemistry, and Chemistry. The Biological Sciences Department has a special Pre-Medical, Pre-Dental emphasis.

You will also be able to do research, working closely with faculty members. This can prove invaluable. Perhaps most important of all, your liberal arts education will help you understand your patients as human beings.

Discuss your career goals with the department chairperson.

Psychobiology — Chalon

You will examine the relationships between the biological makeup and the behavior of the human personality. As the name of the major suggests, courses concentrate heavily upon both Biological Sciences and Psychology. As a junior and senior, you will choose 12 courses in these two fields, including Endocrinology, Experimental Psychology, and Physiological Psychology. You will also be encouraged to participate in a clinical practicum in Psychology.

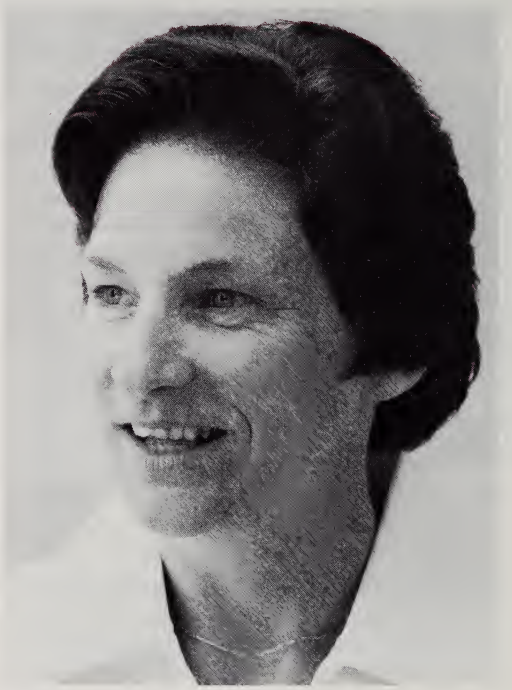
Psychology — Chalon

This major focuses upon the study of emotion, learning, motivation and personality as interacting human processes. You will explore theories of personality formation, of mental health, and of counseling.

Psychology is an excellent foundation for graduate study for anyone interested in becoming a practicing psychologist. It is helpful, too, in business, law, social work, education, and medicine.

Courses include Experimental Psychology, Personality, Human Learning, Social Psychology, Physiological Psychology, Abnormal Psychology, and Counseling. As a senior, you will practice the techniques you've learned in a mental health facility.

"Two factors make Religious Studies especially challenging today: first, the hunger for religious experiences, as shown by prayer groups, meditation courses, and self-improvement programs; and second, the growing acceptance of how much women can offer the church in responsible roles. It's an exciting time to be in this field!" Sister Joan Henehan, CSJ, Assistant Professor of Religious Studies.



Religious Studies — Chalon

Here is a chance to explore the various theological, ethical, and spiritual ideas with which people have responded to the mystery of life and their relationship with God. You will investigate Hebrew and Christian scriptures; Eastern, Jewish and Protestant theological thought; and the Catholic tradition.

This program will prepare you for a career in various kinds of ministries — hospital, parish, and campus — and for a career with religious organizations, and for graduate study. You will take a practicum, working with people in a ministry which you select.

"I'm very interested in society and the changes – the very rapid changes – that are taking place in our social structure today, especially in family relationships. It seems terribly important that students have some understanding of this structure, no matter what they finally specialize in. This is part of the strength of a liberal arts approach to education."
Mimi A. Simson, Assistant Professor of Sociology.

Social Science — Chalon

This is an expanded area major with a choice of five emphases: Hispanic Studies, History, Political Science, Public Administration, and Sociology. This flexibility makes it a fine preparation for careers in federal, state, or local government, diplomatic service, or business. You may go on to graduate work in law, political science, history, sociology, urban planning, and public administration.

A core of studies is directed toward fiscal problems, employment, technology, societal roles, and the general strategy of government.

Sociology — Chalon

Sociology studies the way people live together in groups, with special emphasis upon urban conditions, race relations, education, poverty, and crime. The major can lead to careers in civil service, market research, or business and industry. Students may also go on to graduate work in social organization, social psychology, family relations, or urban studies.

You'll take Cultural Anthropology, Probability and Statistics, and General Psychology. As a junior and senior, you'll study The Family, Deviant Behavior, Social Psychology, Racial and Cultural Minorities, and Urban Sociology.

Spanish — Chalon

This major leads to a proficiency in reading, writing, and speaking the language, as well as an understanding of the culture of Spanish-speaking nations. It prepares you for teaching, research, graduate study, translation, and diplomatic service.

You will take Intermediate Spanish, Phonetics and Conversation, History and Civilization of Spain, and Advanced Grammar. As a junior and senior, classes include Stylistics and Composition, Spanish Literature, and Spanish-American Civilization. You will also write a senior thesis.

How to apply for admission.

Each student is considered individually, and all factors bearing on admission are assessed. To enter any degree program you must present the following information: completed application form, transcripts of total previous academic records, SAT or ACT scores, and three letters of recommendation. Foreign students must also present evidence of proficiency in oral and written English by TOEFL scores over 550 or satisfactory completion of the advanced level at an ELS Language Center, as well as a guarantee of financial support.

Students entering Bachelor Degree Programs as freshmen must be graduates of accredited high schools and have completed a college preparatory program with at least a B average in all academic subjects.

Students transferring to Bachelor Degree Programs from another college should have a cumulative grade point average of 2.25 in transferable courses. Nursing majors must have a 2.5 grade point average. Transfer students with more than 30 units are not required to submit SAT or ACT scores.

The fundamental consideration for admission to the Associate Degree Program is your ability to benefit from the program. Individual specializations may have additional requirements. Please consult program fact sheets for details.

It is also highly desirable that you come to the college for an interview, to discuss your record, motivation, and personal circumstances. We are very interested in finding the best ways to help you achieve your academic goals.

Mount St. Mary's College does not, of course, discriminate against any applicant or student on the basis of race, age, religion, or national or ethnic origin.

And when.

There is no deadline for application to the college. But your chances for acceptance are better if your application is on record by March 1 before the fall semester in which you wish to enroll. The nursing program admissions may close earlier.

For further information, write or call the Director of Admissions, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, California 90049, (213) 476-2237.

The college calendar.

Our school year is based on the 4-1-4 structure. The fall semester runs from September through December, and the spring semester from February through May. January is reserved for Interterm, when you may concentrate on one course in depth.

Interterm. 31 days of possibilities.

Our students use Interterm for a wide variety of learning experiences. Many use it to work on a project they have designed themselves. Others explore such subjects as "The Arts in Los Angeles," going to museums, libraries, and galleries, and going to concerts and plays. Or they visit a Buddhist or Mormon temple, a Jewish synagogue, and a Byzantine church to study their architecture while learning about other religions.

Junior Year Abroad.

During one or both terms of your junior year, you may be able to study in a foreign country. We have made special arrangements with universities in Mexico City, Quebec, and Vienna to accept students from Mount St. Mary's and transfer their grades.

Further details may be secured from the Office of the Academic Dean.

From internships, practical experience.

Internships allow you to work in major corporations or in educational or public offices, earning academic credit while you gain valuable experience. As a junior or senior, you may apply what you have learned in school and confront practical problems in business, health care, psychology, communications, and many other fields.

Our students have interned in banks, savings and loans, specialty department stores, congressional offices, schools for special children, and health care facilities. They've served with airline executives, attorneys, and political parties.

If you wish to be an intern, you and your department chairman will discuss your interests, skills, career goals, and schedule to design the most beneficial program. The opportunity to be an intern will help you confirm your choice of a major and test career possibilities. But even more important, it gives you an impressive answer to a future employer's most difficult (and inevitable) question, "What experience have you had?"

After graduation, what?

As a woman in today's world, you are particularly fortunate. Your career choices can be virtually unlimited. But to make the most of these opportunities, you need to know where you are going.

Whether you already know what you want to do after completing college, or are still trying to figure out your goals, we have a plan to help you make the most of your life. Our Office of Career Planning will spend time in testing and personal counseling to discover what career fits you. You can explore your interests, values, and skills, and we will work with you to relate this knowledge to data about job opportunities and labor trends.

This office will also teach you traditional and non-traditional ways of looking for a job. Special workshops will sharpen your job-hunting techniques, give you a chance to practice your approach to job interviews, and help you write an impressive resume.

How can I pay for it?

Well over one-half of our students receive financial aid of one kind or another. This takes many forms:

Scholarships/Grants/Awards: Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, Federal Nursing Grants, California Grants A, B, C, Art and Music Scholarships, Alumnae Scholarships, Dean's Awards, Leadership Awards, and other grants and awards administered bythe college.

Loans: National Direct Student Loans, Guaranteed Student Loans, Federal Nursing Loans.

Employment: College Work-Study, Service Contracts.

If part-time employment is part of your financial aid package at Mount St. Mary's, you may work up to 15 hours per week, depending upon financial need and the availability of jobs. Jobs may be on campus, in faculty offices, cafeteria, or library, and they pay an average of $2.65 per hour. This experience often proves a valuable asset when you seek full-time employment after graduation. Training workshops are provided for all student employees.

Many of our students pay for their education through a combination of two or more of these programs. Whatever form it takes, all financial aid is administered in accordance with nationally established principles, and awarded on the basis of satisfactory academic progress and financial need, without discrimination by race, national and ethnic origin, or religion.

Because all forms of aid must be coordinated with awards from the California Student Aid Commission and Basic Educational Opportunity Grants, applicants are urged to complete the Financial Aid Form/BEOG, common application, and Cal Grant supplements by the designated deadline. Application will be reviewed when all paperwork is on file. First priority will be given to students who meet the college deadline of March 1. Students' needs will be met with a combination package of scholarship, grant, loan, and employment, based on the availability of funds and an individual evaluation of each student's needs.

A financial aid brochure giving complete information and application may be obtained by writing to the Financial Aid Office at either the Chalon or the Doheny Campus.

As a further financial assistance, you may be able to live off-campus in a nearby home, earning room and board in exchange for 12 hours per week of baby-sitting or light housekeeping.

The Office of Student Development coordinates these housing arrangements, with an eye toward matching families with students.

Coming back and going on.

"I felt I needed to put myself through a rock tumbler. I needed to define myself, to internalize my experiences and background. The Mount has done that for me. Everyone there has been wide open to me, and helped me work toward my own goals."

Laurie Ostrow is in her mid-fifties, with a husband, two grown sons, and a successful career in personnel management and education. By most standards, her life has been rewarding. "But I wasn't growing." This thought, expressed in different ways by different Continuing Education students, sums up the reason most women return to college. They are looking for self-fulfillment, for knowledge for its own sake, in order to grow.

"I used to see the college from my home," Laurie continued. "One day, I called to ask about going back to school. They told me the semester had already started, but to come on in just the same. The Director of Admissions herself took me over to the department head. Can you imagine anybody doing that at most colleges?"

Like most returning students, she admits that going back to college has been difficult. "But I wouldn't trade it for anything. And the faculty, the other students, everybody has been absolutely marvelous. They've done everything to make me feel I belong."

Carolyn Harris had gone to UCLA before marrying, and had even gone back for some extension courses. "But just finding a place to park there is traumatic." Now, with the last of their four children in high school, she wanted to get her degree.

She happened to get a flyer describing the Focus course at the Mount. This seminar, conducted especially for women who wish to return to college, covers two semesters. The first seeks out and attempts to define personal concerns for growth. The second considers the application of knowledge in today's world.

"One of my professors told me she thought I belonged in English, even though I'd majored in nutrition at UCLA. I've started reading again. I'm more alert, more alive. My husband says the Mount makes me more interested and more interesting.

"Sure, it's been hard getting back into studying. But I look at learning in a totally different light now. I'm doing it for me, not because I think I should, or because somebody tells me I must.

"Every time I drive up the hill to the Mount, my spirits rise."

Continuing Education students discuss experiences in Charles Willard Coe Library on Chalon. Library contains more than 106,000 volumes, 580 current periodicals, 1200 microfilm reels, and 4900 Audio/Visual titles. Doheny library adds 20,800 volumes, 125 periodicals, 177 microfilm reels, 542 recordings.

Many Continuing Ed students return to college to realize a specific career goal. *Mary Hesburgh* is one of these. "Before I married, I taught third grade. But I'd always wanted to be a nurse. I thought I'd fulfill that desire by doing volunteer work, and at first, that was fine. But after a while, it just wasn't enough.

"So when Chris, our youngest, went into kindergarten, I decided it was time to try. Mount St. Mary's is close, and it has the kind of philosopical approach I wanted. I went to see them, scared and tongue-tied, knowing they'd never let me in. Instead, I got all the encouragement I needed, from everybody — Admissions staff, the faculty, even the students.

"I've never felt out of place, never had a single day when I felt uncomfortable. There's no kind of segregation just because I'm older — with three kids in college and two in high school. When I've had to go on a trip with my husband, I've always been able to get notes and make up the classes.

"I've been there two-and-a-half years now and it's just great being in a school where everybody cares and wants you to succeed."

For *Muriel Friedman,* Mount St. Mary's has proved the end of a long search. She and her husband, a dentist who is also head of a department at USC, have two daughters, one grown and the other a teenager. Eight years ago, finding herself with time on her hands, she went to UCLA and took courses and psychological tests to determine her talents and aptitudes. One of the answers was art.

She took drawing classes at UCLA, at Otis Art Institute, and from a private instructor. But none seemed quite right for her.

"Then one day I was ironing, and I saw a commercial on TV for Mount St. Mary's. My daughter Susie knew about the school, and that same day, I called them up and went up to see them. I enrolled in Art. At first, I thought I'd go for my degree, but now, what I want to do is learn all I can about the subject I love."

She goes to classes every day for half-days, "just to satisfy my own curiosity and develop my talent as much as I can."

On Mount St. Mary's, "I think it's fantastic. I've been encouraged by everybody, and that includes all the students. They never make you feel out of place. I never get a 'No' from anybody — doors are never closed. I feel alive again. And would you believe it, I made the Dean's List this semester!"

Another bonus was summed up by a member of the college staff who has known her since the day she applied for admission. "Every time I see Muriel, she looks younger."

Barbara Gordon came back for still another reason. "I graduated in 1961 with a B.A. in Sociology from UCLA. Then I married and had two children. Last year, I decided I wanted to go back to school for my master's, after working as a para-professional in child development at Cedars-Sinai Hospital. My goal has always been social work. But when I applied to USC, they turned me down because I hadn't been in school for a long time, and my grade average wasn't very high."

To overcome these problems, she came to Mount St. Mary's. She spent an Interterm and two semesters with us, and got good grades, even though she admits to terrible anxiety. "I never have thought of myself as a student. But at the Mount, I got tremendous support. The smallness allows individual attention and gives you a chance to express yourself. The teachers go out of their way to know you as a person, not just a name on the class roll.

"I'm Jewish and I was a little concerned about being in a Catholic school. But there's such an open attitude, my background just added another point of view to our discussions. I feel very sad about leaving."

But her reason is a happy one. She was accepted for graduate work by USC.

Four alumnae look back at the Mount.

Sister Suzanne Jabro

Kathy Janeski

Lola McAlpin-Grant

Cristine Ferrero

Sister Suzanne Jabro, CSJ, B.A., Sociology, 1969. Chaplain at Los Angeles Central Juvenile Hall.
"We work with kids in juvenile detention, trying to help them realize God's love, and their own self-worth. I could never have gotten to this point if it hadn't been for my years at the Mount, because I grew up in an upper middle class home, and had always been pretty sheltered. Dr. Hoffman's classes in Sociology helped make me aware of how much people need help, and made me want to become more involved."

Kathy Janeski, B.A., Social Science, 1971. Account Executive with office supply firm, San Fernando Valley.
"I handle over 125 accounts for my firm. The people are so different from the ones I grew up with and saw at Mount St. Mary's, there have been times when I've wondered whether all the things I learned in college were going to waste. But I've found in business that I have a lot of strength, and that comes from my church and my family and especially from my years at the Mount."

Lola McAlpin-Grant, B.A., Political History, 1963; J. D. Assistant Dean, Loyola-Marymount Law School; former Deputy Attorney General for California.
"Mount St. Mary's helped me merge my identity as a woman, as a black, and as a Christian."

Cristine Ferrero, B.S., Nursing, 1971, Liaison in Oncology, Children's Hospital, Los Angeles.
"I've taken a much closer look at what I learned at the Mount since leaving school. My years there gave me a very solid base for living, and helped me develop a sense of self-worth. They nurtured a lot of confidence, and that's very precious to me."

Mount St. Mary's College · 1978–1980

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Degree Programs

Associate Degree Program

At the Doheny Campus two-year courses of study are offered which lead to the Associate in Arts degree. With prime emphasis on the student as an individual, the program attempts to enhance self-development through involvement on and off campus in OUTREACH activities — social action and fieldwork — and in institutional involvement. Extensive advisement and counseling programs and a core program in communication skills support the regular course work.

Students may specialize in Art, Business, Liberal Arts, Nursing, Physical Therapy Assistant, Pre-School Teaching, and Respiratory Therapy. The Nursing program makes the student eligible to write the licensing examination to practice as a registered nurse and to use the title R.N. The two-year program can also prepare the student to transfer to the Chalon Campus, or can lend itself to individually designed study programs. For further information, see the associate degree section.

Bachelors Degree Programs

Mount St. Mary's College offers four-year courses of study leading to the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science. Primarily these are offered at the Chalon Campus. See the bachelors degree section.

Within the liberal arts tradition, the curriculum provides the student with a broad and liberating background in the arts and sciences, and aims at developing her ability to communicate knowledge and to apply appropriate principles and techniques to particular problems. During the junior and senior years, the student pursues deeper study in her major areas of concentration and takes related elective courses.

Masters Degree Programs/Teacher Credential Programs

Since 1931, the graduate division of Mount St. Mary's College has extended and deepened the work of the undergraduate departments by offering to qualified men and women the opportunity to pursue advanced courses and to obtain professional training.

Students may earn the degrees of Master of Arts in Teaching with a major in History or Spanish, and Master of Science in Education with specializations in Administrative Studies, Bilingual/Cross-Cultural Studies, Individually Designed Program, Early Childhood Education, Pupil Personnel Services, and Special Education (Learning Handicapped). This latter specialization is in collaboration with the Leadership Program of the Marianne Frostig Center of Educational Therapy.

The graduate division also offers courses which qualify the student for various specializations in the California Teaching Credentials and for the California Services and Specialist Credentials. See the graduate section.

Characterization of Mount St. Mary's College

Academic Focus

Mount St. Mary's College is an academic community devoted to continuing exploration of our relation to God, other persons, and nature. This exploration takes the form of programs designed to provide experience in the principal modes of thought by which we reach understanding, and the strengths and limitations of these modes. The objectives are to assist the student to develop a disciplined and continuing curiosity, a receptivity to new ideas, and a base for evaluation of these ideas.

Within the framework of these same major objectives, the College also offers programs, undergraduate and graduate, in which the student engages in more intensive study appropriate to a specific career. In this way the College ensures that it will not only directly serve the society that supports it, but will also enhance the student's awareness of an ever-changing context within which values of the individual must operate. It is in this latter context of a dynamic society that programs of continuing education will find and play their role.

The Religious Commitment

The Catholic commitment of the College manifests itself in many ways. It is found in opportunities for worship. It is found in academic programs. It is found in the way the College functions. Above all, it is found in the whole environment in which inquiry and learning take place. Thus, the College embodies Christian convictions supportive of lives of commitment and Christian concern in a secular society.

Distinctive Services

Several factors emerge from the history and environment of the College that create a distinctive community. A true academic community becomes possible: the total college — not just the classroom, the academic major or the course — is a learning environment. Historically, the College is a liberal arts institution with a special concern for the education of women; however, men are admitted to undergraduate music and nursing, to graduate and extended day programs, and to summer sessions. It is a small college of about 1000 students on two campuses.

The Chalon campus primarily offers baccalaureate programs in liberal arts and sciences, and related professional training. The Doheny campus offers a variety of programs ranging from two-year through graduate, in which the metropolitan setting is a significant factor in learning.

Academic Government

The academic community that is the College requires of each constituent group a distinct role related to the welfare of the whole. As such, it is not a microcosmic political society of identical and equal units in which egalitarian principles can operate. Rather, functional distinctions produce different kinds of responsibilities which in turn must determine kinds of authority.

For example, students and alumnae are helpful when they advise on the quality of teaching and the adequacy of programs. Faculty are best equipped to determine academic content and to advise on program needs. Administrators and staff perform their function when they allocate scarce resources and provide the services necessary to achieve the academic purposes of the College most effectively. Regents assist through participation in College functions and in support of advancement programs. Trustees best discharge their responsibility by defining College goals, reviewing collegiate performance, and providing effective liaison with concerned extra-mural groups.

Because Mount St. Mary's College is a community, each group has an additional responsibility for keeping the others informed and for soliciting the views of others on matters of mutual or overlapping concern. The separation of function must, however, always parallel the division of authority, and the exercise of authority must always recognize the interdependence of each group in achieving the welfare of the College.

Accreditations

Chartered by the State of California in 1925, Mount St. Mary's College is accredited by:
The Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges
The California State Board of Education.
The California Board of Registered Nursing.
The National League for Nursing.
The National Association of Schools of Music.

Affiliations

The Frostig Center for Educational Therapy, established in 1948, became associated with Mount St. Mary's College in 1969.

The Center-College association provides for a sharing of faculties and facilities, with Mount St. Mary's granting the Master of Science degree with a specialization in Special Education in the area of Learning Handicapped, and the California Specialist Credential in Special Education — Learning Handicapped. The program prepares leadership personnel for school systems that give help to the educationally handicapped.

The Frostig Center is in Culver City, off the Santa Monica Freeway, within twenty minutes of the Doheny Campus.

Family Education Rights and Privacy Act

Mount St. Mary's College fully conforms with the Family Education Rights and Privacy Act (the Buckley Amendment) of 1974. In accordance with this act, official records are made available to students and are not made available to off-campus persons or agencies without the express consent of the student, except under legal compulsion or in cases in which the safety of persons or property is involved, or for educational improvement. See current Student Handbook for policy statement.

Legal Responsibility of the College

The college endeavors to safeguard students in the use of physical facilities, laboratories, and athletic equipment. It is clearly understood that students who use college facilities do so entirely at their own risk. Emergency first aid treatment is available, but the college has no legal responsibility for injury or other damages suffered by students on or off the campus, or in travel to and from such activities or for any expenses in connection therewith.

Nondiscrimination Policy

Mount St. Mary's College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college-administered programs.

Academic Calendar, 1978-1979

Undergraduate Programs

Fall, 1978		
August 31-September 1		Faculty and staff orientation
September	2, 3, 4	Orientation for new Chalon students
	5, 6	Advisement; registration for all students, 9:00 a.m.-12:00 noon, 1:00-4:00 p.m. (late registration begins at 4:00 p.m.)
	7	Classes begin
	10	Mass of the Holy Spirit, 4:00 p.m. (Chalon)
	18	Last day to add a course and file computer cards; to register late; to file Fall Term Independent Study proposals
	27	Horizons Convocation (classes will not meet 9:30-12:00 p.m.)
October	2	Last day to file for December/January graduation
	23	Notice of mid-semester academic difficulty
November	1	All Saints Day (classes will meet) Last day to withdraw from courses with grade of W; to file for CR/NC; to declare AUDIT
	13-17	Interterm registration
	15	Last day to submit Interterm Independent Study proposals
	22	Last day for Chalon students to file for May graduation
	23-26	Thanksgiving vacation
	27	Classes resume
December	8	Feast of the Immaculate Conception (classes will meet)
	11-15	Final examinations
	16	Christmas vacation begins
Interterm, 1979		
January	2	Classes begin; late registration for returning students; registration for new and exchange students
	5	Last day to add a course
	12	Last day to withdraw from courses with grade of W; to declare CR/NC; to declare AUDIT
	25, 26	Payment of Spring Term tuition and fees
	26	Final examinations; Interterm ends
Spring, 1979		
February	5	Advisement; registration for all students, 9:00 a.m.-12:00 noon, 1:00-4:00 p.m. (late registration begins at 4:00 p.m.)
	6	Classes begin
	14	Last day to add a course and to file computer cards; to register late; to file Spring Term Independent Study proposals
	19	Washington's Birthday — Holiday
March	21	Notice of mid-semester academic difficulty
April	4	Last day to withdraw from courses with grade of W; to file for CR/NC; to declare AUDIT
	12-17	Easter vacation
	18	Classes resume
	29	Siena Day
	30	Last day for sophomores to declare major
May	14-18	Final examinations
	19	Mary's Day, Laurel Day, Baccalaureate
	20	Graduation
Summer Session – 1979		
June	25	Classes begin Registration for those who have not pre-registered; late registration begins at 4:00 p.m.
July	4	Holiday
August	3	Summer Session ends

Academic Calendar, 1978-1979

Graduate and Extended Day

Fall, 1978		
September	14	Registration, 2:30-6:00 p.m. (late registration begins at 6:00 p.m.)
	16	Saturday classes begin
	18	Late afternoon/evening classes begin
	25	Last day to add a course; to register late
October	13	Student must file intention to receive degree in January, 1979 and pay $50.00 graduation fee in Graduate Office
November	11	Veteran's Day — Holiday
	22	Last day to withdraw from a course with grade of W; to declare AUDIT
	23-26	Thanksgiving Vacation
	27	Classes resume
December	18	Christmas vacation begins
January	2	Classes resume
	15-20	Final examinations
Spring, 1979		
January	29	Registration, 2:30-6:00 p.m. (late registration begins at 6:00 p.m.)
	30	Late afternoon/evening classes begin
February	3	Saturday classes begin
	7	Last day to add a course; to register late
	23	Student must file intention to receive degree in May, 1979 and pay $50.00 graduation fee in Graduate Office
April	4	Last day to withdraw from a course with grade of W; to declare AUDIT
	9-14	Easter Vacation
	16	Classes resume
May	14-19	Final examinations
	17	Graduate Hooding ceremony
	20	Graduation
Summer Session – 1979		
June	25	Classes begin Registration for those who have not pre-registered; late registration begins at 4:00 p.m.
	30	Student must file intention to receive degree in August, 1979 and pay $50.00 graduation fee in Graduate Office.
July	4	Holiday
August	3	Summer Session ends

Expenses for 1978-1979

Tuition. Payable at registration.

Undergraduate students		
Full-time (12-17 units/semester plus Interterm)	$2,700	per year
	1,350	per semester
Full-time (units in excess of 17/semester)	90	per unit
Part-time (less than 12 units/semester including Interterm)	90	per unit
Tuition deposit required of all incoming full-time undergraduate students. Not refundable. Applicable only to tuition	50	
Graduate students		
Tuition (per unit)	90	

Special Programs

College classes for high school students (1-6 units)	50 per semester
Junior year abroad registration	35 per semester

Tuition and fees for cooperative courses/programs will be calculated on an individual basis.

Auditing courses

Students register for audit in the same manner as for credit and pay the same fees.

Fees

Student Body Fees

Chalon Campus Students	7.50 per semester
Doheny Campus A.A. Students	7.50 per semester
Doheny Campus Graduate and Extended Day Students	3 per semester
Orientation Fee (for new students)	20

Health Service Fee

Chalon Campus Students	15 per semester
Doheny Campus A.A. Students	15 per semester
Doheny Campus Graduate and Extended Day Students (optional)	16 per semester
Student Health and Accident Insurance (subject to change in 1978):	55 per year

Nursing students and students living away from home are required to carry the student Health and Accident Insurance or show evidence of other health insurance coverage. Other students carrying nine units or more may elect to purchase Student Health and Accident Insurance.

Examinations

Comprehensive Examinations (graduate students)	50
Credit for a course by examination (non-refundable)	
Clinical courses, per course	100
Others, per course	50
Portfolio evaluation (credit for prior/extra-institutional learning; non-refundable)	50

General

Application for admission (all students)	20
Late registration (after published dates and time of registration)	10
Late filing of registration materials	1 per day
Adding/dropping courses (per course)	1
Adjustment in course schedule after published dates	5
Graduation fee — Undergraduate students	25
Graduation fee — Graduate students	50
Transcripts (When more than one is ordered at the same time, $2 is charged for the first and $1 for each additional)	2
Evaluation of academic records (non-refundable but can be applied toward application fee)	20
Teacher Placement File	5
Teacher Placement file copies sent out at the request of the student (each copy)	2
Project/Thesis Binding (per copy)	10
Removal of grade of INC	10
Deferred payment fee	10 per semester
Administrative fee for handling returned checks	3 each

Courses

Student teaching — Elementary	5 per unit
Student teaching — Secondary	5 per unit
EDU 115ABCD	7 per course
EDU 360AB (per seminar and practicum)	100
NUR 40 (equivalent to six-unit course)	540
NUR 100 (equivalent to six-unit course)	540
Applied music — part-time student	35 per course

Private music lessons — fee paid to instructor

Full payment of all expenses is due on or before registration day of each semester, including all previous unpaid obligations.

Members of religious communities receive a 40% tuition discount during the academic year.

Residence

Board and small double room	$1,490	per year
	745	per semester
Board and large double room	1,580	per year
	790	per semester
Board and single room	1,650	per year
	825	per semester
Board, single room, private bath	1,770	per year
	885	per semester
Board and room, Interterm only	180	
Room and Board, Doheny Campus	1,800	per year
	900	per semester

A guest rate of $9.00 per day is required for residence during vacation periods.

An advance payment of $100.00 is required for a room reservation. $75.00 is applied to the student's account for the first semester; $25.00 is retained from the first payment as a room deposit (to be applied against unusual cleaning and damage costs) until such time as the student discontinues residence.

Students already in residence make an advance deposit of $75.00 for priority in requesting a room for the following year.

Rooms are reserved for the year. Room assignments are made in the order of the receipt of the reservation payment.

Advance payment is forfeited if notice of withdrawal is received after August 1. Room deposit is forfeited if notice of intention to withdraw from residence is not given to the Director of Residence prior to the close of the fall semester.

Refunds

All students complying with the procedure established for withdrawal from the college or from a course are entitled to a refund according to the following scale:

Period of time	*Refundable*	
During first week (tuition)	100%	minus $25 administrative fee
During first week (room and board)	75%	
During second week (tuition, room and board)	75%	
During third week (tuition, room and board)	50%	
During fourth week (tuition, room and board)	25%	
After fourth week	0	

The date on which the notice of withdrawal is filed with the Registrar's Office is used to calculate the amount of refund of tuition and/or room and board. Refunds will be first credited against a student's financial aid, if any, before a balance accrues to the student. No refunds will be made for fees.

Refunds will not be made in cases of suspension or dismissal.

When outside agencies, grants, scholarships or loans do not cover the withdrawal or change of unit charge, the individual will be responsible for the amount due.

Note Regarding Interterm

For full-time students no additional charge is made for Interterm; consequently, no refund will be made to anyone not attending. The tuition charge for the first half of the academic year which is paid in September covers the fall semester and Interterm. The second half of the tuition charge for the academic year which is paid in February covers the spring semester. For a full-time student entering the college for the first time after Christmas, payment for the spring semester includes Interterm. Payment is made at the time of registration. No refund will be made if the student does not attend Interterm.

The same policy applies to room and board charges. Since additional charges are not made, no refunds will be made.

Students who come to the college only for the Interterm and come outside the established exchange process will pay the regular per unit tuition and the board and room fee established for the Interterm.

Financial Aid

All financial aid at Mount St. Mary's College is administered in accordance with principles which have been established nationally. These are based on the belief that parents have a responsibility for assisting their children to meet educational costs, and that financial aid is available to fill the gap between a family's contribution (including the student's own potential resources) and the student's yearly academic expenses.

The amount of the contribution expected from a family is determined by a careful analysis of the family's financial strength, based on the "Financial Aid Form" (FAF) which is submitted to the College Scholarship Service of the College Entrance Examination Board.

There are many financial assistance programs available from sources outside the college such as Cal Grants A, B, C from the State, Federal Basic Educational Opportunity Grants, Federal loans, and scholarships given by foundations, business firms, and clubs. High school seniors who have financial need should investigate all of these sources of aid. High school seniors should also obtain information on how to apply for a Basic Educational Opportunity Grant from their counselors.

The financial aid programs available at MSMC are:
Scholarships/Grants/Awards: Art and Music scholarships, Alumnae scholarships, Supplemental Educational Opportunity Grants, Federal Nursing Grants, Dean's Awards, Leadership Awards, other MSMC grants and awards.
Loans: National Direct Student Loans, Guaranteed Student Loans, Federal Nursing Loans.
Employment: College Work-study, Service Contracts

Financial aid at MSMC is awarded on the basis of satisfactory academic progress and financial need and without discrimination by sex, race or religion. Assistance is also dependent upon the availability of funds. Since all forms of aid must be coordinated with the awards from the California Student Aid Commission and BEOG, applicants are urged to complete the FAF/BEOG, common application and Cal Grant supplements by the designated deadline. Applications will be reviewed when all paperwork is on file and first priority will be given to students who meet MSMC deadline of March 1. Students' needs will be met with a combination package of scholarship, grant, loan and employment, based on the availability of funds and the individual situation of the student.

Financial aid brochure giving complete application and program information may be obtained by writing to the financial aid office at the Chalon or Doheny campuses.

The Alumnae Association

The Alumnae Association works toward the goals and interests of the college and toward strengthening avenues of communication and bonds of loyalty between the college and graduates of the Mount.

The Alumnae Association is a member of the Council for Advancement and Support of Education. Its members qualify for membership in the American Association of University Women; the International Federation of Catholic Alumnae; Kappa Gamma Pi, the honor society for the graduates from Catholic colleges for women; and Delta Epsilon Sigma, honor society for graduates of Catholic universities and colleges.

Associate Degree Program

Associate Degree Program

The Associate in Arts program gives students the opportunity to explore new beginnings. It offers excellence in its specialized fields and concern for the individual student who hopes to become a more educated and a finer person. Each student is unique: each possesses different strengths and capacities, has different criteria and motivation for success, and has the capacity to change, to grow, and to make responsible choices. Each is offered the personalized atmosphere of the Doheny program. The fundamental goal of this program is to provide knowledge and skills required to make a living within the larger context of making a life. An environment based on Christian principles is geared to enable students, faculty, and administrators to live a life of concern and commitment in accord with those principles.

Special Features

The academic program at Doheny centers around the personal development of each student and emphasizes three asepcts of her learning environment: *organized instruction, experience, and support.*

Organized instruction aims at the transmission of knowledge, skills, attitudes, and motivations derived from academic disciplines and theories. *Experience,* a second dimension of the program, endeavors to relate personal growth and learning to the more practical aspects of life. *Support,* a third feature of the program, attempts to reinforce personal strengths and, at the same time, to remove obstacles to personal growth. Thus the A.A. program has a dual focus — classroom learning and experience-oriented learning, both forms of learning taking place in a climate of support and encouragement.

Organized Instruction

The college provides three major curriculum options: a specialization, transfer to a baccalaureate major, or the liberal arts option. A student may study one of six specializations: art, business, nursing, physical therapy assistant, pre-school teaching or respiratory therapy. She may begin preparation for transfer to one of the baccalaureate majors at the Chalon Campus of Mount St. Mary's, or she may elect to experiment with various fields of study while earning the A.A. degree.

Experience.

Opportunities for experience can occur both inside and outside the college. Experiences within the college are called *College Involvement,* and those outside the college are organized into a three-level program called *Outreach.*

College Involvement. Students are encouraged to become a vital part of college. They are invited to serve on major committees and to initiate religious, cultural, and social activities at Doheny.

Outreach. This program extends the learning process beyond campus limits. The student becomes aware of important issues in society by dealing with them. Opportunities are offered for career-related experiences and the blending of theory and practice. Regular volunteer aid to community agencies, centers, and institutions is made available.

Off-campus college-related experiences occur at several levels:

Social Action. The student may perform supervised volunteer services: tutoring, hospital volunteer work, child care, home visiting, and the like.

Fieldwork. The student may engage in supervised fieldwork directly related to a course or to her program of studies: clinical nursing, supervised teaching, business internship, or similar work.

Outreach Term. The student spends a term in an off-campus experience involving problem-solving with the guidance and instruction of a faculty member.

In all of these experiences, the goal is the development of the student through the practical application of knowledge to life situations.

Support Programs.

At Doheny, support occurs as an outgrowth of the total philosophy of the college. The Support Program is designed to help the student achieve success in college. It is a combination of course work, such as Communication Skills, group and individual counseling, student-faculty relations, and personal interest.

Communication Skills. The ability to communicate is one of the basic tools of learning. A student must be able to receive and to transmit information accurately. This process involves reading, writing, speaking, and listening, as well as understanding non-verbal messages. She must be able to think logically and apply knowledge to problems and situations at hand. A student usually enrolls in Communication Skills during her first term at Doheny so that these skills may be integrated throughout her academic program.

Four levels of instruction in Communication Skills are offered: (1) Large group instruction on principles; (2) Small group workshops to apply these principles; (3) Individual tutorial help as needed; (4) Self-teaching, using machines and programmed materials in the communication skills lab in the Learning Resource Center.

Counseling. Counseling services are offered as an integral part of the college experience, to assist students in self-evaluation and attainment of their potential.

Group Counseling. This is an attempt to enable the student to make responsible choices while recognizing her own values, setting her own goals and priorities, and at times facing conflict. Usually the student participates in Group Experience during the first term at Doheny as an orientation to the total college experience.

Academic Counseling. Assistance in selecting program and courses is available in the Counseling Center.

Personal Counseling. If the student desires personal counseling, it is built into the program. Informed and concerned faculty and staff are available for personal and religious counseling. Doheny students are also eligible to use the full scope of services provided at the Counseling Center of the University of Southern California under the provisions described in Health Services.

Career Counseling. Through the assistance of counselors and an elective course in career planning, students are offered help in making career decisions and in planning an appropriate program of studies. reference materials on career possibilities and further education are available in the Counseling Center.

Associate Degrees

Mount St. Mary's College confers the following associate degrees:

The Associate in Art with specializations in
Art
Business
Liberal Arts
Nursing
Physical Therapy Assistant
Pre-School Teaching
Respiratory Therapy

Associate in Arts

Freshmen Admission Requirements

Applicants for the Associate Degree Program should be graduates of an accredited high school and should have completed a college preparatory course of study. While individual majors in the Associate in Arts program may have additional requirements the basic criterion for admission is the ability to benefit from the program. All majors are open to women. Men may be admitted into the Nursing Program.

Freshmen Admission Procedures

Freshmen applicants for admission must submit the following:

1. Completed application form with an application fee of $20.00. This processing fee is not refundable nor applicable to tuition. Application fee waivers are granted upon evidence of financial need.
2. High school transcript which should include the first semester grades of the senior year. The following courses are used in computing grade point average: Algebra, geometry, English, U.S. History government, lab sciences, foreign languages and advanced mathematics.
3. Scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Information concerning registration for either of these tests is available in the Admissions Office.
4. Three letters of recommendation.
5. Other information a student may wish to provide in support of her/his application: awards, honors, special experiences.
6. Foreign students must present evidence of proficiency in oral and writtten English by TOEFL scores of 550 or better or satisfactory completion of the ninth level at an ELS Language Center. A statement guaranteeing financial support is also required.

A personal interview is strongly recommended and can be arranged through the Admissions Office.

Transfer Admission Requirements

Applicants with more than 15 transferable semester units may be considered for admission as a transfer student and are not required to submit high school transcripts or SAT/ACT scores. Applicants with fewer than 15 transferable units must satisfy freshmen admission requirements and procedures as well as submit transcripts of all college work. A previous college record may not be disregarded.

While individual majors in the Associate in Arts program may have additional requirements the basic criterion for admission is the ability to benefit from the program. All majors are open to women. Men are admitted into the Nursing Program.

Transfer Admission Procedures

Transfer applicants for admission must submit the following:

1. Completed application form with an application fee of $20.00. This processing fee is not refundable nor applicable to tuition. Application fee waivers are granted upon evidence of financial need.
2. Transcripts of credits. College transfer students should request the Registrar of each college they have attended to forward two copies of their transcript, including work in progress, directly to the Admissions Office. Transcripts submitted become the property of Mount St. Mary's College and cannot be returned to the applicant.

3. Three letters of recommendation.
4. Other information a student may wish to provide in support of her/his application: awards, honors, special experiences.
5. Foreign students must present evidence of proficiency in oral and written English by TOEFL scores of 550 or better or satisfactory completion of the ninth level at an ELS Language Center. A statement guaranteeing financial support is also required.

A personal interview is strongly recommended and can be arranged through the Admissions Office.

Conditional Admission

A student who qualifies for admission but whose academic history indicates possible difficulty in college may be admitted conditionally. The conditions are established at the time of acceptance into the associate degree programs.

To have the conditions removed a student must maintain good academic standing (2.0 minimum grade point average) for two semesters and meet the other requirements established at the time of acceptance. For further details on conditional admission, consult the Admissions Office or the Academic Counselor in the Counseling Center.

Transfer of Credit

The extent of the transfer student's advanced standing is determined on an individual basis and is not decided until an evaluation of all previous academic work has been completed.

Credit for courses taken in other accredited colleges or universities is transferable provided that the transferred courses satisfy curriculum requirements at Mount St. Mary's College. A maximum of 36 semester units or 54 quarter units for course work taken in an accredited college is transferable toward the associate degree. Credit for extension course is not automatically transferable.

A final credit summary and determination of advanced standing will be prepared by the registrar after the applicant is accepted for admission and all final transcripts have been submitted.

Once admitted to and enrolled in the college, the student is normally expected to pursue study only at Mount St. Mary's College.

A student seeking an exception to this policy must file a Transfer of Credit Clearance with all approvals in the office of the registrar prior to registration in course for which approval has been obtained.

Special Admission

Special admission may be granted to students who are returning to the classroom after an absence or to students who wish to take courses for enrichment but do not wish to pursue a degree at this time.

Up to twelve units may be earned as a special part-time student. After taking twelve units, the student will be reviewed for formal admission to a degree program. The units taken as a special student may be applied toward the degree unless otherwise noted.

Academic Policies

Degree Requirements

1. A minimum of sixty semester hour units of credit are required with a grade point average of at least 2.0. The last 24 units immediately preceding graduation normally must be completed at Mount St. Mary's College.
2. The following courses are required:
   a. A course in religious studies
   b. A three-unit course in humanities outside the specialization requirements:
      Art, music, literature, cultural history
   c. At least one term in Communication Skills (DO10A).
   d. At least one term in *Outreach* by participation in one of the following:
      — Social Action
      — Fieldwork or clinical experience associated with the specialization
      — An *Outreach* term
   e. At least one term in group counseling.
3. Satisfaction of the residence requirement. *Residence* is defined as the last twenty-four units before graduation which must be taken at Mount St. Mary's College. At least some of these units are in the student's specialization and are earned in regular course work.
4. Fulfillment of Mount St. Mary's College bachelors program general studies requirements is strongly recommended. A wide background of study is considered important. Electives should be chosen with this in mind.

Specialization Requirements

To obtain a degree with a specialization, the particular requirements in that area must be met. Basic curricular patterns listed in this bulletin should be followed with the consent and approval of academic advisors.

Maximum Credit Load

During the first term of the freshman year, a student is encouraged to select a minimum program of courses unless her area of specialization prescribes a certain pattern, or unless her grade point average is exceptionally high.

Learning Resource Center

In order to enable each student to achieve maximum benefit from the academic programs at the college, the Learning Resource Center is available. Students enrolled

in Communication Skills programs, nursing, business, and human services programs will find learning materials pertinent to course content as well as study materials for individual skill building.

The center provides referral and individualized and group sessions. A volunteer program of student tutors is provided. Communication Skills tutors assist students with course-related assignments as well as special experience courses for academic credit.

Testing programs for placement and assessment are arranged in conjunction with the academic counselor in the Counseling Center.

Academic Counseling Services

Mount St. Mary's College is currently implementing a Counseling Center at the Doheny Campus for Associate in Arts students. This center will provide on an on-going basis academic counseling and referral services. The academic counselor will provide a system for academic advisement, will establish an academic testing and referral program, and will coordinate the services of several faculty advisors in the center. Once a student has been admitted to the college, she will plan her program with an academic advisor who will assist her with goal achievement and who will further clarify college policies and procedures.

Although the college makes every effort to provide academic counseling to the student, it is ultimately the individual student's responsibility to see that all specialization and degree requirements have been fulfilled.

Independent Study/Directed Reading

Opportunity for independent study and directed reading is available to qualified students. In independent study, the student has responsibility for planning, implementing, and presenting the project; the faculty member approves the project, meets with the student several times in the term, and evaluates the final results. In directed reading, the faculty member shares the responsibility with the student, generally planning the readings and/or projects and meeting with the student regularly.

Guidelines for Independent Study/Directed Reading:

1. Introductory courses to discipline will not be taken in this mode.
2. Freshmen will take neither independent study nor directed reading.
3. Neither independent study nor directed reading will be taken in Interterm to fulfill a General Studies requirement.
4. No more than two independent studies or directed readings will be taken in any one semester.
5. In extraordinary circumstances, the above guidelines may be waived by petition.

Prior to registering for independent or directed study, the student discusses plans with the sponsoring faculty member, prepares a proposal which should include goals, methodology, bibliography, target dates, and evaluative criteria, and files an approval form for the projected study in the office of the academic dean.

Interterm

Full time students at Mount St. Mary's College are expected to participate in the Interterm program as part of the academic year. During the month of January, students will ordinarily concentrate on a single activity. Thus, the student should plan on devoting her full time (30-40 hours a week) to the study she chooses to pursue. Opportunities for interdepartmental work, for in-depth study in one area, for research, for internships, for experience-oriented courses, for independent study, and for travel will be available during interterm. Opportunities are also available for students to participate in Interterm experiences at other colleges on an exchange basis.

Students are encouraged to explore interest areas both inside and outside their major department on either the Chalon or the Doheny campus.

Students should note that a maximum of six non-required units in special programs may be counted toward the baccalaureate degree.

Students may take a maximum of four units during an Interterm session. These units are not computed with the 12-17 units which a full-time student may take during the fall or spring semesters.

Enrollment in Interterm courses is determined on a first come, first served basis. However, any sophomore who enrolls in a class during the registration period may have first preference. All courses taken during the Interterm period must be completed by the end of January. Incompletes may not be given except in extraordinary circumstances and with the consent of the A. A. dean.

Honors

Honors at Entrance:
Applicants who have at least a 3.3 GPA in academic subjects in high school and who score a minimum of 1150 on the CEEB Aptitude Test or 26 on the ACT test, or applicants who have been recommended by the Honors Committee, are awarded Honors at Entrance.

Dean's List
To give public recognition to academic achievement, the academic dean posts a list each term with the names of full-time students who have obtained a grade point average of 3.5 or higher for the preceding term.

To qualify for the Dean's List, a full-time student must have taken at least 12 letter-graded units in the preceding semester. To qualify for the Dean's List, a part-time student must have taken at least 5 letter-graded units in the preceding semester (excluding students who register full-time, but who drop units or take an Incomplete during the semester).

Graduation With Honors (Associate in Arts Degree)
With honors shall be granted to a student who has earned the Associate in Arts degree while maintaining a cumulative 3.5 grade point average prior to the final semester.

The overall GPA at the end of the fall semester of the academic year is used in determining honors. The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College as well as grades transferred into the College at the time of matriculation. Courses at another institution after matriculation are not counted into the cumulative grade point average.

Placement and Acceleration

Acceleration Program for High School Students
Superior high school juniors or seniors who are recommended by their principals may be permitted to enroll in regular on-campus classes and earn college credit. A special reduced fee is available for 1-6 units per semester.

Advanced Placement
Students who earn scores of 3, 4, or 5 in Advanced Placement Examinations (ETS) may receive credit for equivalent courses provided they are accepted and registered students at Mount St. Mary's College. Students taking the Advanced Placement Examinations should arrange to have test results sent to the Office of Admissions.

Placement Examinations
Examinations used to place a student at a level of study may result in lower levels of study being waived. No credit will be awarded as a result of these placement examinations.

Credit by Examination, Extra-Institutional Learning, and Non-Collegiate Coursework

Mount St. Mary's College recognizes that learning can and often does occur outside the formal setting of the classroom. The college provides for this in the following ways: credit by examination, credit for extra-institutional learning, and credit for non-collegiate coursework.

Credit by Exam
There are two ways a student may demonstrate her knowledge of content areas: by challenging course exams and by taking standard proficiency exams. Credit for certain courses in the college may be earned by successfully passing *departmental exams.* A list of these courses is published each fall. A student must notify the department of her intention to challenge a departmental course one month in advance of the date of the exam. Successfully passing the exam, she may receive credit for the course. A fee is required to conduct and process this; see Tuition and Fees.

Students may also take externally administered exams such as *CLEP* (College-Level Examination Program from CEEB) and *PEP* (Professional Equivalency Program from ACT) in those areas approved by the college. Information about these exams and a current list of approved exams are available from the dean's office, the registrar's office, or the Counseling Center. Students who have taken CLEP or PEP exams prior to enrolling at Mount St. Mary's College must present original transcripts from ACT or CEEB in order to receive credit.

Credit for non-traditional, extra-institutional learning
When a student has acquired college-level skills and learning relating to her academic goals through experiences such as work, travel, and reading, she may have this learning evaluated for credit by preparing a portfolio containing an application, supporting evidence and documents and a narrative relating the extra-institutional learning to her educational objectives.

Credit for college-level course offered by non-collegiate agencies
Students who have taken courses sponsored by business, industry, the armed forces, or other non-collegiate agencies may apply for an evaluation of these learning experiences. If the course has previously been evaluated by the American Council on Eduation (ACE) and appears in *The National Guide,* a student may not have to prepare a portfolio. In all other cases, a student requesting credit for non-collegiate courses must prepare a portfolio for evaluation by a faculty committee.

These portfolios should be prepared according to the guidelines in *CAEL Student Handbook* with the guidance of an advisor. If the portfolio is approved by a faculty committee, the student may earn college credit appropriate to the experiences. A fee is required to conduct and process this evaluation: see Tuition and Fees. For further details, see the Dean for Associate in Arts Programs or the Academic Counselor in the Counseling Center.

An A.A. student may earn a maximum of 9 units for credit by exam. An LVN applicant to the second year of the A.A. program in nursing may earn 15 units by taking the NLN challenge exam and by completing NUR 40 successfully.

An A.A. student may earn a maximum of 10 units in credit for extra-institutional learning and 10 units in credit for non-collegiate course work.

Credit examinations and portfolio evaluations will ordinarily be given only to students who are admitted to the college. After satisfactorily completing the examination or evaluation, the student will register and receive credit for the corresponding course(s). Only "credit" (i.e., no letter grades) will be given; no record of failures will appear on the transcript.

Credit will only be awarded at the end of one semester's study at the college. The residence requirement stipulates that the last 24 units to be counted toward the degree be earned in course work.

Classification of Students

To be classified as a sophomore, a student must have satisfactorily completed 30 semester units (10 standard courses), or the unit equivalent.

A student with full-time status must carry 12-17 units per semester. Part-time students carry less than 12 units per semester. Foreign students (with nonimmigrant "F-1" student status) enrolled in beginning ESL (on or off campus) plus nine semester units may be considered as students with full-time status.

Special students may take a course or courses for academic credit without following a prescribed curriculum toward a degree. After twelve units of study, a special student, unless exempted by the dean, should make application for admission to the college.

Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited.

Ordinarily a student should be a sophomore before enrolling in upper division courses. It is the student's responsibility to be aware of prerequisites or requirements for enrolling in upper division courses.

Degree Application

May graduates must file for the appropriate degree during the fall semester of the sophomore year. Students who plan to graduate at other times should file for the degree not later than three weeks after the start of the final semester.

Attendance

Since regularity and punctuality are essential to the successful pursuit of study, the number and character of student absences will be taken into account in determining academic grades. Unless proof to the contrary is furnished, an instructor will assume that an absence is without serious cause.

There is no provision for a system of allowed cuts and absences. In the case of a prolonged absence because of illness or other serious reasons, the recommendation of the academic dean is required for the student to be reinstated in class. Students may be dropped from a class for excessive absences when, in the opinion of the instructor, further enrollment in the class would be of little value to the student. Occasionally, a student is excused from class attendance by the academic dean in order to represent the college at some function. The student should inform her instructors of such excused absences and secure from them assignments for the next class.

Course Examinations

All undergraduate sudents are required to take the regular course examinations.

Grades

At the end of each term, the student receives a grade in every class. The grade indicates results of examinations, term reports, and general scholastic standing in the entire course.

The student's grade point average is computed according to this scale:
A, excellent, 4 grade points per unit
B, good, 3 grade points per unit
C, average, 2 grade points per unit
D, poor but passing, 1 grade point per unit
F, failure, 0 grade points per unit

The following grades are not computed in the GPA:
AU, audit
CR, C or better; credit given
I, incomplete
IP, deferred grading for graduate thesis, senior project, or undergraduate research work in progress.
NC, D or F; no credit given
W, withdrawn

Grading Policies

Credit/No Credit
To encourage a wider choice of courses by lessening the student's concern for the grade point average, selected courses may be taken for CR/NC. The following regulations apply to this option:

Students may apply a maximum of 9 semester units of CR/NC to the Associate in Arts degree, and a maximum of 18 semester units of CR/NC to the baccalaureate degree; not more than 5 units each term may be taken for CR/NC.

Courses taken for CR/NC may not be applied to the General Studies requirements; nor may they be applied to requirements for the student's major, except at the discretion of the major department.

The student must indicate intent to take a course CR/NC no later than the last day to drop a class, as indicated on the academic calendar, by filing with the Registrar a form signed by the advisor, the instructor, and the student. A change to letter grade may *not* be petitioned after the form has been filed. Signings are a form of active consent and not pro forma.

Incomplete
An Incomplete is given only when a student:
1. has fulfilled the majority of the course requirements,
2. has a passing grade in the class work,
3. is prevented from completing the assigned work for serious reasons,
4. has consulted the instructor prior to the grading period, and the instructor has determined that the student can realistically complete the work within one semester.

An Incomplete will remain as such unless removed by the instructor within one semester. The Incomplete is ignored when computing the GPA. An Incomplete can be extended beyond one semester only upon petition to the academic dean.

Repetition of courses with D/F/NC grades
Only courses for which D, F, and NC were assigned may be repeated for a higher grade/CR. Courses may be repeated only once. In cases of repeated courses, the units are counted once and the higher grade is computed in the GPA.

Withdrawal From Courses
The grade W indicates withdrawal from a course, according to the following policy: Withdrawal (W) indicates that a student withdrew from a class during the period scheduled on the college calendar with the approval of the instructor and advisor. After the scheduled date, the approval of the A.A. Dean is required. A withdrawal form must be filed in the Registrar's office to have an official withdrawal with the grade of W. The W carries no connotation of quality of student performance and is not calculated in the grade point average. Students who do not officially withdraw receive a grade of F.

Transcripts

Transcripts are issued at the written request of students or graduates to the office of the registrar. The first transcript is free. All other transcripts are $2.00 each. One week should be allowed for processing.

Full payment of all expenses incurred during a given term or semester must be made before the credit for courses taken during that term or semester will be recorded on the student's transcript.

Academic Petitions

Any academic policy or regulation (e.g., degree requirements, academic dismissal, etc.) may be waived or modified for good reason for individual students by use of a petition form. Reasons must be presented by the student. After consultation with the student, the student's advisor and department chairman as appropriate, the dean of the A.A. program has the authority to approve or disapprove any petition. The dean for academic development has the authority to approve or disapprove any petition for any academic program at Mount St. Mary's College. A copy of any approved petition must be sent to the office of the registrar to be placed in the student's permanent file.

Withdrawal From College

Students thinking of withdrawing from college should schedule an exit interview with an academic advisor or the dean in order to explore other options or assistance. Students who must withdraw from the college at any time must file a withdrawal notice in the office of the registrar. Forms are available from the office of the academic dean. Honorable dismissal may be granted when this form is filed.

Students who leave the college in good standing for one semester and do not attend another postsecondary institution in the interim period may re-enroll through the office of the registrar. Other students wishing to re-enter must file an application for readmission with the admissions office.

Probation

A student is placed on probation if she fails to maintain a 2.0 GPA for all courses undertaken in a term. A student on probation must achieve a GPA of 2.0 or higher during the following term in order to be readmitted to regular standing.

Dismissal

A student is subject to dismissal for the following reasons:
1. Failure to maintain a minimum GPA of 1.0 during any term.
2. Failure to maintain a minimum GPA of 2.0 during a probationary term.

The A.A. dean has the power to dismiss students and to suspend dismissal. She may also recommend that the Admissions Committee reinstate a dismissed student on a probationary basis.

When extenuating circumstances, such as prolonged illness, account for the student's disqualification, she may be permitted, on petition to the dean, to continue on probation until the next term.

Enrollment in the college implies willingness on the part of the student to comply with the requirements and regulations of the college. If the student fails to comply with these requirements and regulations, or if it is determined by the dean for Associate in Arts programs and the associate dean for student development that she is not able to benefit from the opportunities offered by the college, her withdrawal may be requested even though she is charged with no specific breach of discipline.

Student Development

Mount St. Mary's College provides students with programs and experiences conducive to personal, cultural, ethical, social and intellectual growth. Student initiative and responsibility are encouraged in an atmosphere of close interrelation among students, faculty, administration and staff.

Membership on various college committees permits interaction with members of the faculty and administration and allows for student contribution to the policy and procedures of the college.

These and other opportunities supply the broadening experience of organized discussions and planned activities and foster interest in the special fields which the students are pursuing.

Leadership Program

The Leadership program is designed to provide for a selected group of students the development of their potential leadership skills. It offers workshops and seminars on how to delegate authority, how to motivate groups of people, and how to provide constructive criticism and support. Leadership students not only study leadership techniques but have the opportunity to put them into practice.

Associated Students of Mount St. Mary's College

The Associated Student organization sponsors a wide range of social, cultural, recreational, and religious activities. Students are invited to take part in the many activities of the surrounding colleges and the many opportunities available in the greater Los Angeles area.

Student Nurses Association of California

The Student Nurses Association of California prepares future nurses for participation in their professional organization. It provides a vehicle for student sharing, has malpractice coverage for student clinical experience, disseminates information about future directions in education and current trends in nursing care delivery.

Delta Service Organization

Delta members act as official hostesses for receptions, open house tours, programs, and other social events. This organization gives service to campus events and also enriches the lives of the members by helping them to learn the skills required of an excellent hostess.

Religious Opportunities

The campus is located next door to St. Vincent's Church and a few blocks from the Newman Center of the University of Southern California. Both facilities are open daily to Mount students. Liturgy is celebrated monthly on the Doheny Campus. A Catholic chaplain is on campus once a week, providing the students with a sense of Christian living.

Residence Life

The Doheny residence hall accommodates a small number of students and provides an opportunity for a group-living experience in a warm and friendly atmosphere. Student life is largely self-regulated under the guidance of the director of residence, residence assistants and the student residence council. Every effort is made to allow for student privacy while providing opportunities for a good community-living experience.

Health Service

Students at the Doheny Campus have available to them the full scope of health services offered by the Student Health Service of the University of Southern California. All Doheny students must have a preliminary statement of health submitted to the USC Student Health Center. To use the Center, students need only show their MSMC identification card. Students are expected to provide their own transportation to the Center.

Insurance

All students living away from home are required to carry sickness insurance. This rule applies even if students are living with relatives if these are not their legal guardians. Evidence of insurance coverage must be provided at the time of registration. Insurance may be obtained through the college. The decision to take out the college insurance must be made before the second week of each term.

Student Placement Service

Students who desire part-time employment may participate in the student placement program by applying to the Financial Aid Office. Employment opportunities are available both on and off campus. Jobs are filled according to students' financial need and skill.

Counseling Services

Students may find assistance in an atmosphere of responsible freedom in a variety of counseling situations. Counseling may range from an informal chat to long-term therapy as a result of referral to an outside resource. The College Chaplain, the Student Development staff, the faculty and the Counseling Center are all available to serve the needs of the students.

Associate Degree Specializations– Descriptions and Requirements

The Art Program

The A.A. art program emphasis is design treated as an introduction to all forms of art. The instruction is thorough and comprehensive. Small classes allow for concentrated personal direction. Special experience courses provide field work related to each student's career goals. The program prepares students wishing to transfer to Mount St. Mary's B.A. and B.F.A. programs or to other institutions for further study. It also introduces students to the processes and techniques used in various commercial design areas.

Art courses are taught in a converted carriage house, a unique studio space and an atmosphere conductive to the making of art.

The A.A. Degree With a Specialization in Art

Freshman Year

Fall Semester

ART 1	Drawing	(3)
ART 2	Design I	(3)
ENG 10A	Communication Skills	(3)
SPR 80	Group Experience	(1)
—	Elective	(3)

Interterm

ART 5	Fundamentals of Art	(3)
or		
ART 7	Modern Art Survey	(3)

Spring Semester

ART 6	Design II	(3)
ART 22	Drawing II	(3)
—	Humanities Course	(3)
—	Elective	(3)
SPR 60B	Outreach	(1-3)

Sophomore Year

Fall Semester

ART 4	Painting I	(3)
ART 99	Special Experience	(3)
RST	One course in religious studies	(3)
—	Electives	(6)

Interterm

—	Elective	(3)

Spring Semester

ART 30A	Graphic Communication	(3)
or		
ART	Elective	(3)
ART 99	Special Experience	(3)
—	Electives	(9)

Total units — 62

The Business Program

The Associate in Arts Degree in Business is attained by completion of a two-year career-oriented program with a specialization in one of three areas: Executive Secretary, Legal Secretary, Medical Secretary. The Medical Secretary specialization offers core courses in the Human Services Program, giving the student a background in gerontology (human development and aging). This emphasis adds another area of career opportunities in the wide field of health-care agencies.

In each area of specialization the curriculum has been designed to meet one of the most pressing needs of business today: college-trained secretaries, able to accept responsibility, make intelligent decisions, and function as a member of a team.

The program includes courses in the *skills* necessary for entry positions; in *Business Administration* to give the background for advancement; and in the *Liberal Arts* to provide the "plus" of wider horizons and broader interests — all of this in an atmosphere of support and encouragement conducive to personal growth and development.

With this preparation, graduates of the business program are ready for entry-level positions of responsibility in many areas and are equipped to advance in the business and professional world as far as their individual talents and abilities will take them.

A special feature of the business program is the internship which bridges the gap between formal education and life situations by providing work experience in a business firm, a legal office, or a health-care setting. It helps the student to develop personality and poise and to acquire good working habits. In the weekly seminar session the students evaluate experiences and develop an appreciation for and an understanding of the relationship between formal education and career success.

Requirements for admission into the business program:

1. Good records in high school business courses.
2. Well developed business skills (or adequate substitute as determined through a screening process).
3. The personal qualities needed to function well in an office or a health-care setting.

The Associate in Arts Degree with a Specialization in Business

Concentrations:
Executive Secretary
Legal Secretary
Medical Secretary

General requirements for all concentrations:

ENG 10	Communications Skills	(3)
—	Humanities Course	(3)
RST	One course in religious studies	(3)
SPR 60B	Outreach	(0-1)
SPR 80	Group Experience	(1)

A minimum of three courses from three of the following areas: art, literature, music, philosophy, psychology, sciences, sociology.

Requirements for the Executive Secretary concentration:

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Principles of Accounting	(3)
BUS 20	Office Administration	(3)
BUS 21	Business Communications	(3)
BUS 22AB	Advanced Typewriting	(2-2)
BUS 23	Mathematics for Business	(3)
BUS 25	Machine Transcription	(2)
BUS 26	Adding and Calculating Machines	(1)
BUS 85	Business Management	(3)
BUS 90	Business Internship	(3)
ECO 1	Microeconomics	(3)
MTH 9	Introduction to Computer Processes	(3)
Recommended:		
BUS 24AB	Shorthand Transcription	(3-3)

Requirements for the Legal Secretary concentration:

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Principles of Accounting	(3)
BUS 20	Office Administration	(3)
BUS 21	Business Communications	(3)
BUS 22AB	Advanced Typewriting	(2-2)
BUS 23	Mathematics for Business	(3)
BUS 25	Machine Transcription	(2)
BUS 26	Adding and Calculating Machines	(1)
BUS 27	Legal Secretarial Procedures and Terminology	(3)
BUS 85	Business Management	(3)
BUS 90	Business Internship	(3)
ECO 1	Microeconomics	(3)
MTH 9	Introduction to Computer Processes	(3)
Recommended:		
BUS 24AB	Shorthand Transcription	(3-3)

Requirements for the Medical Secretary concentration:

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Principles of Accounting	(3)
BUS 20	Office Administration	(3)
BUS 21	Business Communications	(3)
BUS 22AB	Advanced Typewriting	(2-2)
BUS 23	Mathematics for Business	(3)
BUS 25	Machine Transcription	(2)
BUS 26	Adding and Calculating Machines	(1)
BUS 28	Medical Secretarial Procedure and Terminology	(3)
BUS 85	Business Management	(3)
BUS 90	Business Internship	(3)
ECO 1	Microeconomics	(3)
MTH 9	Introduction to Computer Processes	(3)
Recommended:		
BUS 24AB	Shorthand Transcription	(3-3)

Human Services Program Core Courses replacing the electives of the other concentrations:

HSP 94	Gerontology Seminar	(2)
PHI 21	Moral Values and Ethical Decisions	(3)
PSY 1	General Psychology	(3)
RST 78	Death and Dying: Religious Aspects	(3)
SOC 5	Sociological Perspectives	(3)

The Liberal Arts Program

The liberal arts option is available to students who are working to develop career plans, who have not decided on a specialization, or who wish to select a baccalaureate major for which there is no A.A. specialization. Students fulfill Mt. St. Mary's College general associate in arts requirements as well as lower division requirements for the intended major. Mt. St. Mary's College general studies requirements for the baccalaureate degree are recommended but not required for this option. The liberal arts program provides experience in a variety of disciplines so that a student has maximum freedom to design her own program with the assistance of her advisor.

The Nursing Program

The associate degree program offers a two-year course in nursing which combines general studies and clinical nursing courses during both years. The content of nursing courses is based upon the Roy adaptation model of nursing. Upon completion of the program, the student is granted the Associate in Arts degree and is eligible to write the licensing examinations to practice as a registered nurse and to use the title R.N.

Requirements for Admission to the Program
In addition to meeting the general admission requirements, acceptance into the Department of Nursing is determined by the Admission Committee of the department. Admission is based upon a consideration of the student's academic achievement, personality, health, and aptitude for the nursing profession. There is a formal review of the student's high school record and grade point average, College Entrance Examination scores, previous college experience (if any), letters of recommendation and an interview.

In order to be eligible for review, applicants must have achieved a minimum of 2.5 (C+) grade point average in high school. Students who intend to major in nursing are required to take two high school laboratory science courses, including chemistry and either physics or a biological science. Students who have had previous college experience must also have achieved a 2.5 cumulative grade point average.

The faculty of the Department of Nursing have the right and the responsibility for judging and evaluating the quality of the student's achievement, both in the mastery of theoretical content and in clinical competence. Midterm warning, probation or disqualification may be used when deemed necessary. Disqualification from the Nursing Program will occur when a student receives a "D" or "F" in a nursing course or a course required by the department, i.e., Anatomy and Physiology, Microbiology, Nutrition, Sociology and Psychology. If a student's level of clinical practice is unsatisfactory or unsafe, the student may be disqualified before the end of the semester. In the event of unsatisfactory performance, which could result in the student's disqualification, the student's record is reviewed by the faculty before a final evaluation is made and action taken. Reinstatement will be granted only by special action of the Admission Committee of the Nursing Department.

A student will bring a written report of a *chest X-Ray*, up-dated immunizations, and a *physical examination* done in the late spring or summer preceding the first clinical assignment, and another before beginning the second clinical year of the program.

During the clinical portion of the program, students must carry malpractice insurance obtained through the Student Nurse Association of California organization.

A program exists for LVNs who have the general studies requirements of the first year to challenge first year nursing courses and move directly into the second year.

The course NUR 40 is taken prior to beginning the second year course.

The A.A. Degree with a Specialization in Nursing

Requirements:

Freshman Year		
BIO 41AB	Human Anatomy and Physiology	(4-4)
CST 10	Human Nutrition	(3)
PSY 1	General Psychology	(3)
ENG 10A	Communication Skills	(3)
ENG 11	Communication Skills for the Medical Profession	(3)
NUR 20	Introduction to Medical Science	(3)
NUR 21AB	Nursing Science Theory I	(2-2)
NUR 24AB	Nursing Practicum I	(4-4)
Sophomore Year		
BIO 3	General Microbiology	(4)
—	Humanities Course	(3)
RST	Religious Studies	(3)
SOC 5	Sociological Perspectives	(3)
NUR 30ABCD	Medical Science	(1½-1½-1½-1½)
NUR 31ABCD	Nursing Science Theory II	(1-1-1-1)
NUR 33ABCD	Professional Practicum	(2½-2½-2½-2½)
NUR 34	Sophomore Seminar	(2)

Total units in Nursing — 37

The Physical Therapy Assistant Program

The graduate of the Pysical Therapy Assistant program is prepared to assist the professional (licensed) Physical Therapist in patient-related treatment activities.

The program is designed in accordance with the guidelines of the American Physical Therapist Association.

The A.A. Degree with a Specialization in Physical Therapy Assistant

A.A. Degree Requirements		
ENG 10	Communication Skills	(3)
—	Humanities Course	(3)
SPR 60B	Outreach	(0-1)
SPR 80	Group Experience	(1)
Preparation		
BIO 3	Microbiology	(4)
BIO 41AB	Anatomy and Physiology	(4-4)
PHS 1	Scientific Concepts	(3)
Requirements – Human Services Core		
ART 46	Art as Therapy	(3)
or		
MUS 64	Music and Life	(3)
HSP 94	Gerontology Seminar	(2)
PHI 21	Moral Values and Ethical Decisions	(3)
PSY 1	General Psychology	(3)
RST 78	Death and Dying: Religious Aspects	(3)
SOC 5	Sociological Perspectives	(3)

Requirements – Physical Therapy

BIO 42	Introduction to Physical Therapy Assistant	(3)
BIO 43	Physical Therapy Assistant Procedures I	(3)
BIO 44	Physical Therapy Assistant Procedures II	(10)
BIO 45	Physical Therapy Assistant Procedures III	(4)
BIO 46	Physical Therapy Assistant Procedures IV	(10)

Total units in Physical Therapy — 30
Total units in Human Services Core — 17

The Pre-School Teaching Program

The Associate Degree Program with a specialization in Pre-School Teaching is the first step in the career-ladder program in teaching offered by Mount St. Mary's College.

The two-year program at the Doheny Campus fulfills the requirements for a Child Center Instructional Permit with postponement of requirements. These requirements as established by the Commission for Teacher Preparation and Licensing and the State Board of Education are the following:

a. Sixty semester hours of course work, including at least twelve semester hours related to the major;

b. Field work course in a pre-school program.

This permit is valid for two years and may be renewed for successive two-year periods if, during these periods, the student takes a minimum of four units in a subject field related to the major.

At the end of the two-year program, the student may begin to teach in a children's center (pre-kindergarten) or transfer to the four-year program at the Chalon Campus to complete a bachelor of arts degree with a major in Child Development which qualifies the student for the Child Center Instructional Permit. Another alternative is to transfer to the Chalon Campus to complete the requirements for the bachelor of arts degree with a diversified major and the preliminary Multi-Subject Teaching Credential. The fifth year requirements for this credential could be met with the Specialist Teaching Credential — Early Childhood Education. For other California teaching credentials and for a description of the graduate programs leading to a Master of Science in Education degree, see the Graduate Section of this bulletin.

Students in the Education Department fulfill the state requirement in American History and Institutions for all credentials by satisfying the Contemporary Political Experience (CPE) requirement. (See p. 28.)

The Associate Degree Program

The teacher of the pre-school child must have ability of a special sort. She must be able to establish rapport with the very young child and his family, and she must be able to sustain him in his needs. To do this, she needs wide knowledge and a mastery of the tools of learning. Course work, including observation and supervised teaching, is designed to achieve these basic goals within a two-year period.

Criteria for Admission Into the Pre-School Teaching Program

Students entering this program must meet the general admission requirements of the associate degree program. Academic ability, health, personality, and ability in basic skills (reading, arithmetic, language, handwriting, and spelling) are all considered. Letters of recommendation and the personal interview are important.

The A.A. Degree with a Specialization in Pre-School Teaching

Freshman Year

Fall Semester

ART 45	Creative Art Experience	(3)
EDU 31	Introduction to Early Childhood Education	(3)
ENG 10A	Communication Skills	(3)
MUS 31	Music for the Young Child	(3)
PSY 1	General Psychology	(3)
SPR 80	Group Experience	(1)

Interterm

—	Humanities Course	(3)

Spring Semester

EDU 33	Language Development of the Child	(3)
ENG 34	Pre-School Literature	(3)
PSY 13	Early Child Development	(3)
SOC 5	Sociological Perspectives	(3)
—	Elective	(3)

Sophomore Year

Fall Semester

EDU 35A	Cognition and the Young Child	(3)
HIS/POL	American History and Institutions Requirement	(3)
PHI	One course in philosophy	(3)
SOC 4	The Family	(3)
—	Elective	(3)

Interterm

EDU 35B	Creativity and the Young Child	(3)

Spring Semester

CST 9	Maternal and Child Nutrition	(3)
EDU 333	Supervised Practicum — Pre-School	(4)
RST	One course in religious studies	(3)
—	Elective	(3)

The A.A. Degree With a Specialization in Pre-School Teaching — Bilingual (Spanish)

Freshman Year

Fall Semester

EDU 31	Introduction to Early Childhood Education	(3)
ENG 10A	Communication Skills	(3)
MUS 31	Music for the Young Child	(3)
PSY 1	General Psychology	(3)
SPA	One course in Spanish	(3)
SPR 80	Group Experience	(1)

Interterm

—	Humanities course	(3)

Spring Semester

EDU 33	Language Development of the Child	(3)
ENG 34	Pre-School Literature	(3)
PSY 13	Early Child Development	(3)
SOC 5	Sociological Perspectives	(3)
SPA	One course in Spanish	(3)

Sophomore Year

Fall Semester

ART 45	Creative Art Experience	(3)
EDU 35A	Cognition and the Young Child	(3)
HIS/POL	American History and Insitutions Requirement	(3)
PHI	One course in Philosophy	(3)
SPA	One course in Spanish	(3)

Interterm

EDU 35B	Creativity and the Young Child	(3)

Spring Semester

CST 9	Maternal and Child Nutrition	(3)
EDU 333	Supervised Practicum — Pre-School	(4)
RST	One course in Religious Studies	(3)
SPA	One course in Spanish	(3)

The A.A. Degree with a Specialization in Pre-School Teaching — Special Education

Freshman Year

Fall Semester

ART 45	Creative Art Experience	(3)
EDU 31	Introduction to Early Childhood Education	(3)
ENG 10A	Communication Skills	(3)
MUS 31	Music for the Young Child	(3)
PSY 1	General Psychology	(3)
SPR 80	Group Experience	(1)

Interterm

—	Humanities Course	(3)

Spring Semester

ENG 34	Pre-School Literature	(3)
PSY 13	Early Child Development	(3)
PSY 77	Language Development of the Child	(3)
SOC 5	Sociological Perspectives	(3)
—	Elective	

Sophomore Year

Fall Semester

EDU 35A	Cognition and the Young Child	(3)
EDU 70	Introduction to Children with Special Needs	(3)
HIS/POL	American History and Institutions Requirement	(3)
PHI	One course in philosophy	(3)
SOC 4	The Family	(3)

Interterm

EDU 35B	Creativity and the Young Child	(3)

Spring Semester

CST 9	Maternal and Child Nutrition	(3)
EDU 72	Early Childhood Education and the Exceptional Child	(3)
EDU 333	Supervised Practicum — Special Education	(4)
RST	One course in religious studies	(3)

The Respiratory Therapy Program

The graduate of the Respiratory Therapy program is prepared to assume the responsibility of a staff position under medical direction in large hospitals or health-care facilities and/or departmental supervisory positions in smaller hospitals.

The Respiratory Therapy program is designed in accordance with the guidelines of the American Medical Association Council on Medical Education.

The A.A. Degree with a Specialization in Respiratory Therapy

A.A. Degree Requirements

ENG 10	Communication Skills	(3)
—	Humanities Course	(3)
SPR 60B	Outreach	(0-1)
SPR 80	Group Experience	(1)

Preparation

BIO 3	Microbiology	(4)
BIO 41AB	Anatomy and Physiology	(4-4)
PHS 1	Scientific Concepts	(3)

Requirements – Human Services Core

ART 46	Art as Therapy	(3)
or		
MUS 64	Music and Life	(3)
HSP 94	Gerontology Seminar	(2)
PHI 21	Moral Values and Ethical Decisions	(3)
PSY 1	General Psychology	(3)
RST 78	Death and Dying: Religious Aspects	(3)
SOC 5	Sociological Perspectives	(3)

Requirements – Respiratory Therapy

BIO 12	Fundamentals of Respiratory Therapy I	(3)
BIO 20	Principles of Respiratory Therapy Equipment II	(2)
BIO 30A	Applied Respiratory Therapy III	(10)
BIO 30B	Applied Respiratory Therapy IV	(4)
BIO 40	Directed Studies in Respiratory Therapy V	(10)

Total units in Respiratory Therapy — 29
Total units in Human Services Core — 17

The Transfer Program

A student may begin her college work on the Doheny Campus with the intention of transferring to the Chalon Campus. In this case she enrolls in the transfer program and works out her program in close cooperation with her advisor. She fulfills MSMC general studies requirements, lower division prerequisites for her intended major, and general associate in arts requirements. If she intends to apply for the A.A. degree, she also fulfills A.A. program requirements.

Bachelors Degree Programs

Bachelors Degree Programs

Mount St. Mary's College confers the following baccalaureate degrees:

The Bachelor of Arts with majors in
American Studies
Art
Biological Sciences
Business
Chemistry
Child Development
Diversified major
(for elementary teaching credential students)
English
French
Gerontology
History
Mathematics
Music
Philosophy
Political Science
Psychobiology
Psychology
Religious Studies
Social Science
Sociology
Spanish

The Bachelor of Science with majors in
Biochemistry
Biological Sciences
Chemistry
Consumer Studies
Health Services Administration
Home Economics
Nursing
Physical Therapy
Psychobiology

The Bachelor of Music with a major in Music

The Bachelor of Fine Arts with a major in Art

Admissions

Freshmen Admission Requirements

Applicants must be graduates of an accredited high school and should have completed a college preparatory course of study including the following: algebra, geometry, three years of English (literature and composition), U.S. History, government, a lab science, two years of a foreign language and an advanced course in either mathematics, science or a foreign language. Some majors may have additional requirements.

Students should have an average of B or better in these college preparatory courses as well as satisfactory SAT or ACT scores.

All majors are open to women; men may be admitted into the Music and Nursing Programs.

Freshmen Admission Procedures

Freshmen applicants for admission must submit the following:

1. Completed application form with an application fee of $20.00. This processing fee is not refundable nor applicable to tuition. Application fee waivers are granted upon evidence of financial need.
2. High school transcript which should include the first semester grades of the senior year. Students with a grade point average above 3.3 may be considered for admission without senior year grades. Transcripts submitted become the property of Mount St. Mary's College and cannot be returned to the applicant.
3. Scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Information concerning registration for either of these tests is available in the Admissions Office.
4. Three letters of recommendation.
5. Foreign students must present evidence of proficiency in oral and written English by TOEFL scores of 550 or better or satisfactory completion of the ninth level at an ELS Language Center. A statement guaranteeing financial support is also required.

While a personal interview is not required, it is strongly recommended and can be arranged through the Admissions Office.

Transfer Admission Requirements

An applicant who has taken any college level classes since graduation from high school must apply for admission to advanced standing as a transfer student. A previous college record may not be disregarded. The transfer student who, as a high school graduate, was qualified for admission as a freshman may be admitted to the college with a cumulative grade point average of at least 2.25 for all transferable college work attempted.

The transfer student who, as a high school graduate, was not qualified for admission as a freshman may be admitted to the college after completing a minimum of 30 transferable units with a cumulative grade point average of at least 2.25. Some majors may have additional requirements.

All majors are open to women. Men may be admitted into the Music and Nursing Programs.

Transfer Admission Procedures

Transfer applicants for admission must submit the following:

1. Completed application form with an application fee of $20.00. This processing fee is not refundable nor applicable to tuition. Application fee waivers are granted upon evidence of financial need.
2. Transcripts of credits. College transfer students should request the Registrar of each college they have

attended to forward two copies of their transcript, including work in progress, directly to the Admissions Office. Transcripts submitted become the property of Mount St. Mary's College and cannot be returned to the applicant. Official transcripts of all prior college work must be on file in the Office of the Registrar by the end of the first semester of attendance.
3. Three letters of recommendation.
4. Transfer students with less than 30 transferable units must also submit their high school transcript and SAT or ACT scores.
5. Foreign students must present evidence of proficiency in oral and written English by TOEFL scores of 550 or better or satisfactory completion of the ninth level at an ELS Language Center.
   In addition, foreign students must submit an English translation of their official college transcripts including the following information: descriptive titles of courses studied (i.e. European History, Inorganic Chemistry), the number of lecture hours and laboratory hours per week devoted to each course, the number of weeks of lecture and laboratory work in each course, and the grades earned with an explanation of the marking system.
   A statement guaranteeing financial support is also required.

Conditional Admission

A student who qualifies for admission but whose academic history indicates possible difficulty in college may be admitted conditionally. The terms of the condition are: 1) a reduced course load (12-13 units), and 2) placement testing and follow-up skill building as indicated by the placement tests.

To have the conditions removed, a student must maintain good academic standing for two semesters and successfully complete the follow-up required by the placement tests. For further details on conditional admission, consult the Admissions Office or the Director of the Learning Assistance Program.

Special Admission

Special admission may be granted to students who are returning to the classroom after an absence or to students who wish to take courses for enrichment but do not wish to pursue a degree at this time.

Up to twelve units may be earned as a special part-time student. After taking twelve units, the student will be reviewed for formal admission to a degree program. The units taken as a special student may be applied toward the degree unless otherwise noted.

Transfer of Credit

The college will evaluate all credits submitted by the transfer applicant and reserves the right to accept or reject any of the credits offered for transfer.

Credit for courses taken in other accredited colleges or universities prior to matriculation at Mount St. Mary's College is transferable provided that the transferred courses satisfy curriculum requirements at Mount St. Mary's College and the courses are transferred prior to fulfillment of senior residence.

No more than 66 semester units may be transferred from an accredited community college. Credit for extension courses is not automatically transferable.

A final credit summary and determination of advanced standing will be prepared by the registrar after the applicant is accepted for admission and all final transcripts have been submitted.

Once admitted to and enrolled in the college, the student is normally expected to pursue study only at Mount St. Mary's College.

A student seeking an exception to this policy must file a Transfer of Credit Clearance with all approvals in the office of the registrar prior to registration in courses for which approval has been obtained.

Academic Policies

Degree Requirements

1. Completion of at least 129 semester units (43 standard courses) with a grade point average of 2.0 (C average) for all college work undertaken at Mount St. Mary's College. A minimum of 45 semester units (15 standard courses) must be in upper division work.
2. Completion of a major, as designated by the major department, with a maximum of 15 courses in one field.
3. Satisfaction of the senior residence requirement. *Residence* is defined as the last twenty-four units before graduation which must be taken at Mount St. Mary's College. At least some of these units are in the student's major and earned in regular course work.
4. Completion of a Mount St. Mary's College General Studies Program.

The General Studies Program

An educated person is one who is not only academically prepared in an area of specialization but also one who has knowledge and appreciation of the diverse fields of human endeavor. To achieve this, a student is expected to explore areas of learning outside the major through the general studies program. Intended to expand the student's world, the requirements include units in religious studies and philosophy as the student reflects on questions of values and meaning in human experience and grapples with the mystery of the divine; units in humanities as one explores the creative and artistic expressions of humankind; units in the natural sciences as one confronts and examines the physical world; and

unts in the social and behavioral sciences, as one approaches avenues to understanding the complexity of the human person as a social, political being.

In addition to this, the college expects that every educated person should have the ability to express one's thoughts with clarity and be knowledgeable about government and its structure and organization. Moreover, students earning a bachelor of arts degree are expected to study a foreign language in order to better appreciate diverse peoples and cultures.

General Studies Requirements

The current schedule of classes will indicate courses offered for General Studies credit. No single course may satisfy more than one General Studies requirement.

General Studies Requirements for the Bachelor of Arts Degree

Required:

A minimum of 27 units selected from three divisions: Humanities, Natural Sciences, and Social and Behavioral Sciences; only nine units of general studies credit allowed in the student's major division.

Division I: Humanities

Areas:

Art
Cultural History
Literature
Music

Required:

6 to 15 units in two areas outside the student's major field.

Division II: Natural Sciences

Areas:

Biological Sciences
Chemistry
Mathematics
Physics and Physical Sciences

Required:

6 to 15 units in two areas outside the student's major field.

Division III: Social and Behavioral Sciences

Areas:

Economics
History
Political Science
Psychology
Sociology and Anthropology

Required:

6 to 15 units in two areas outside the student's major field.

Philosophy

Required:

9 units, 6 of which should be lower division.

Religious Studies

Required:

9 units.

Recommended:

Introductory course in Scripture.

Requirements which may be satisfied by examination or by course work:

Contemporary political experience requirement
Foreign language requirement
Writing competency requirement

See additional information on these requirements.

General Studies Requirements for the Bachelor of Fine Arts Degree

Division I: Humanities

Areas:

Cultural History
Literature
Music

Required:

6 units

Division II: Natural Sciences

Areas:

Biological Sciences
Chemistry
Mathematics
Physics and Physical Sciences

Required:

6 units

Division III: Social and Behavioral Sciences

Areas:

Economics
History
Political Science
Psychology
Sociology and Anthropology

Required:

6 units

Philosophy

Required:

9 units, six of which should be lower division.

Religious Studies

Required:

9 units.

Recommended:

Introductory course in Scripture.

Requirements which may be satisfied by examination or by course work:

Contemporary political experience requirement
Writing competency requirement

See additional information on these requirements.

General Studies Requirements for the Bachelor of Music Degree

Division I: Humanities

Areas:

Art
Cultural History
Literature

Required:

6 units

Division II: Natural Sciences

Areas:

Biological Sciences
Chemistry
Mathematics
Physics and Physical Sciences

Required:

3 units

Division III: Social and Behavioral Sciences

Areas:

Economics
History
Political Science
Psychology
Sociology and Anthropology

Required:

6 units

Philosophy

Required:

9 units, 6 of which should be lower division.

Religious Studies

Required:

9 units.

Recommended:

Introductory course in Scripture.

Requirements which may be satisfied by examination or by course work:

Contemporary political experience requirement
Writing competency requirement

See additional information on these requirements.

General Studies Requirements for the Bachelor of Science Degree

Required:

A minimum of 27 units selected from three divisions: Humanities, Natural Sciences, and Social and Behavioral Sciences; only nine units of general studies credit allowed in the student's major division.

Division I: Humanities

Areas:

Art
Cultural History
Literature
Music

Required:

6 to 15 units in two areas outside the student's major field.

Division II: Natural Sciences

Areas:

Biological Sciences
Chemistry
Mathematics
Physics and Physical Sciences

Required:

6 to 15 units in two areas outside the student's major field.

Division III: Social and Behavioral Sciences

Areas:

Economics
History
Political Science
Psychology
Sociology and Anthropology

Required:

6 to 15 units in two areas outside the student's major field.

Philosophy

Required:

9 units, 6 of which should be lower division.

Religious Studies

Required:

9 units.

Recommended:

Introductory course in Scripture.

Requirements which may be satisfied by examination or by course work:

Contemporary political experience requirement
Writing competency requirement

See additional information on these requirements.

Areas in Which Requirements Can be Satisfied by Examination OR Course Work:

1. *Contemporary Political Experience (0-3 units).* Mount St. Mary's College requires that students fulfill by examination or course work a study of contemporary American political institutions and their conceptual framework on the federal and state levels.

   Students may choose one of the following ways to satisfy the Contemporary Political Experience (CPE) requirement:

   — Satisfactory performance in a comprehensive examination.
   — Satisfactory completion of one of the following courses: HIS 7GHI, HIS 27, HIS 75/175, HIS 76/176, HIS 179, POL 1, POL 70/170, POL 75/175, POL 107, POL 108, POL 180, ECO 107.
   — Satisfactory completion of any other course designated in the current schedule of classes as fulfilling the requirement.

Students in the Education Department fulfill the state requirement for all credentials by satisfying the Contemporary Political Experience (CPE) requirement.

2. *Foreign Language (0-9 units).*
   This requirement may be fulfilled in one of the following ways:
   - — Successfully passing a proficiency examination at the level equivalent to completion of the third semester of college language. This examination is to be administered either by Mount St. Mary's College or by an approved testing center.
   - — Study of one of the following foreign languages — French, Spanish — to the completion of level three (three semesters of college language study). The beginning course for each student is to be determined by a placement examination administered several days before registration each fall term.

   Students whose native language is not English have another alternative. They may satisfy the requirement by demonstrating full academic proficiency in English as a second language. Full academic proficiency is equivalent to (1) passing the TOEFL examination with scores above level nine; or (2) sequential work in ESL to raise student performance to level nine or above.

   In the case of a bilingual or multilingual student, the Department of Foreign Languages will determine which is the student's first, or native language, and which is the second, or foreign langauge.
3. *Writing Competency (0-7 units).*
   A student may fulfill the writing competency requirement by successfully completing the college writing program (1978-79: ENG 1AB or ENG 4, 1AB).

Learning Assistance Center

In order to enable each student to achieve maximum benefit from the academic programs at the college, a Learning Assistance Program is available. Students whose previous performance would indicate they might experience academic difficulty at Mount St. Mary's College take part in the program through assessment testing and follow-up programs in composition, reading, and math.

The center provides referral and individualized and group sessions. A volunteer program of student tutors in composition, chemistry, and other areas as need dictates is also provided.

Placement and assessment testing are available to all students who request it. Students may be referred to the Learning Assistance Center by faculty, or deans, or may seek assistance themselves. Lab fees may be assessed for long-term use of the Center.

Academic Counseling Center and Services

Mount St. Mary's College is currently implementing an Academic Counseling Center. This center will provide on an ongoing basis academic counseling and referral services.

Once a student has been admitted to the college, she will be assigned an *academic advisor,* in the area of her major if she is ready to declare an academic major, or a liberal arts advisor if she is undecided. A special student-to-student assistant will meet with each new student to answer any questions and to discuss college requirements. The student's academic program will be planned with an academic advisor who will further clarify college policies and procedures.

Although the college makes every effort to provide academic counseling to the student, it is ultimately the individual student's responsibility to see that all General Studies and major requirements have been fulfilled.

Independent Study/Directed Reading

Opportunity for independent study and directed reading is available to qualified students. In independent study, the student has responsibility for planning, implementing, and presenting the project; the faculty member approves the project, meets with the student several times in the term, and evaluates the final results. In directed reading, the faculty member shares the responsibility with the student, generally planning the readings and/or projects and meeting with the student regularly.

Guidelines for Independent Study/Directed Reading:

1. Introductory courses to a discipline will not be taken in this mode.
2. Freshmen will take neither independent study nor directed reading.
3. Neither independent study nor directed reading will be taken in Interterm to fulfill a General Studies requirement.
4. No more than two independent studies or directed readings will be taken in any one semester.
5. In extraordinary circumstances, the above guidelines may be waived by petition.

Prior to registering for independent or directed study, the student discusses plans with the sponsoring faculty member, prepares a proposal which should include goals, methodology, bibliography, target dates, and evaluative criteria, and files an approval form for the projected study in the office of the academic dean.

Educational Alternatives Program

The Educational Alternatives Program is available to the student interested in giving further creative direction to her own education. The EAP student is encouraged to utilize alternative modes of education and to assume

leadership in initiating educational and cultural experiences. Admission to EAP presumes the ability on the part of the student to engage in independent study. Freshmen are eligible to apply for membership after the successful completion of their first semester at Mount St. Mary's College.

With the approval of the academic dean, EAP students of demonstrated ability may also apply to earn a bachelors degree in an individually constructed program of study directed by a board of three faculty members.

ROTC

Through a cross-town agreement, Mount St. Mary's College students may take part in the Loyola-Marymount University Air Force ROTC program. (See courses listed under Aerospace Studies.)

Army and Air Force ROTC programs are available to qualified Mount St. Mary's College students through agreement with UCLA.

Further information may be obtained from the Office of the Academic Dean.

Interterm

Full-time students at Mount St. Mary's College are expected to participate in the Interterm program as part of the academic year. During the month of January, students will ordinarily concentrate on a single activity. Thus, the student should plan on devoting her full time (30-40 hours a week) to the study she chooses to pursue. Opportunities for interdepartmental work, for in-depth study in one area, for research, for internships, for experience-oriented courses, for independent study, and for travel will be available during Interterm. Opportunities are also available for students to participate in Interterm experiences at other colleges on an exchange basis.

Students are encouraged to explore interest areas both inside and outside their major department on either the Chalon or the Doheny campus. A maximum of two Interterm courses (during the four years) may be taken in any one department. Students should also note that a maximum of six non-required units in special programs may be counted towards a degree.

A maximum of four units may be taken during an Interterm session. These units are not computed with the 12-17 units which a full-time student is allowed to take during the fall term or during the spring term.

Enrollment in Interterm courses will be determined on a first come, first serve basis. However, any senior who enrolls in a class during the registration period may have first preference.

All courses taken during the Interterm period must be completed by the end of January. Incompletes may not be given except in extraordinary circumstances and with the consent of the dean.

Junior Year Abroad

Mount St. Mary's College offers several opportunities for foreign study during one or both terms of the junior year. Arrangements have been made with the following foreign universities to accept students from Mount St. Mary's College and to transfer their grades: La Universidad Iberoamericana, Mexico City, Mexico; Laval University, Quebec, Canada; The Institute of European Studies, Vienna, Austria. In addition, other foreign universities may be approved by the academic dean on an individual basis.

Students who wish to take part in this program must obtain the approval of the academic dean and the chairman of their major department. They must qualify by a grade point average of 2.5. If they plan to attend classes in which the lectures are given in a foreign language, they should have sufficient proficiency in that language before entering the program.

To facilitate transfer of credits from foreign universities, students should observe the following procedure:

1. Work out with the assistance of their advisors, an acceptable program of courses for the year; a record of the approved program is kept on file in the office of the academic dean.
2. Maintain status as Mount St. Mary's College students by registering in the office of the registrar for the year abroad; the fee for registration is $35.00 per semester.
3. Register as regular students at the foreign university and request that transcripts of credits be sent to the registrar at Mount St. Mary's College; courses taken abroad are treated in the same manner as other transfer courses.

The GPA earned by a student during the year abroad is included in determining the student's overall GPA for the conferral of honors at graduation.

Further information may be obtained from the office of the academic dean.

Honors

Honors at Entrance:
Applicants who have at least a 3.3 GPA in academic subjects in high school and who score a minimum of 1150 on the CEEB Aptitude Test or 26 on the ACT test, or applicants who have been recommended by the Honors Committee, are awarded Honors at Entrance.

Dean's List
To give public recognition to academic achievement, the Academic Dean posts a list each semester with the names of students who have obtained a grade point average of 3.5 or higher for the preceding term.

To qualify for the Dean's List, a fulltime student must have taken at least 12 letter-graded units in the preceding semester. To qualify for the Dean's List, a part-time student must have taken at least 5 letter-graded units in the preceding semester (excluding students who register as fulltime, but who drop units or take an Incomplete during the semester).

Honor Societies:
Alpha Mu Gamma
National Foreign Language Honor Society
Delta Epsilon Sigma
National Catholic Honor Society
Kappa Gamma Pi
National Catholic Women's Honor Society
Lambda Iota Tau
National Literature Honor Society
Phi Alpha Theta
International History Honor Society
Pi Delta Phi
National French Honor Society
Pi Gamma Mu
National Social Science Honor Society
Pi Theta Mu
Service Honor Society
Sigma Delta Pi
National Spanish Honor Society

Graduation With Honors
Summa cum laude shall be granted to a student who has received a cumulative grade point average of 3.85 or higher.*

Magna cum laude shall be granted to a student who has received a cumulative grade point averge of 3.7 or higher.*

Cum laude shall be granted to a student who has received a cumulative grade point average of 3.5 or higher.*

*Effective with the graduating class of 1982.

The overall GPA at the end of the Fall Semester of the academic year is used in determining honors. To be eligible, the student must have completed 48 letter-graded units at Mount St. Mary's College. The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College as well as grades transferred into the College at time of matriculation. Courses at another institution after matriculation are not counted into the cumulative grade point average, with the exception of approved junior year abroad programs.

Placement and Acceleration

Acceleration Program for High School Students
Superior high school juniors or seniors who are recommended by their principals may be permitted to enroll in regular on-campus classes and earn college credit. A special reduced fee is available for 1-6 units per semester.

Advanced Placement
Students who earn scores of 3, 4, or 5 in Advanced Placement Examinations (ETS) may receive credit for equivalent courses provided they are accepted and registered students at Mount St. Mary's College. Students taking the Advanced Placement Examinations should arrange to have test results sent to the Office of Admissions.

Placement Examinations
Examinations used to place a student at a level of study may result in lower levels of study being waived. No credit will be awarded as a result of these placement examinations.

Credit by Examination, Extra-Institutional Learning, and Non-Collegiate Coursework

Mount St. Mary's College recognizes that learning can and often does occur outside the formal setting of the classroom. The college provides for this in the following ways: credit by examination, credit for extra-institutional learning, and credit for non-collegiate coursework.

Credit by Exam
There are two ways a student may demonstrate her knowledge of content areas: by challenging course exams and by taking standard proficiency exams. Credit for certain courses in the college may be earned by successfully passing *departmental exams.* A list of these courses is published each fall. A student must notify the department of her intention to challenge a departmental course one month in advance of the date of the exam. Successfully passing the exam, she may receive credit for the course. A fee is required to conduct and process this; see Tuition and Fees.

Students may also take externally administered exams such as *CLEP* (College-Level Examination Program from CEEB) and *PEP* (Professional Equivalency Program from ACT) in those areas approved by the college. Information about these exams and a current list of approved exams are available from the dean's office, the registrar's office, or the Academic Counseling Center. Students who have taken CLEP or PEP exams prior to enrolling at Mount St. Mary's College must present original transcripts from ACT or CEEB in order to receive credit.

Credit for non-traditional extra-institutional learning
When a student has acquired college-level skills and learning relating to her academic goals through

experiences such as work, travel, and reading, she may have this learning evaluated for credit by preparing a portfolio containing an application supporting evidence and documents and a narrative relating the extra-institutional learning to her educational objectives.

Credit for college-level courses offered by non-collegiate agencies
Students who have taken courses sponsored by business, industry, the armed forces, or other non-collegiate agencies may apply for an evaluation of these learning experiences. If the course has previously been evaluated by the American Council on Education (ACE) and appears in *The National Guide,* a student may not have to prepare a portfolio. In all other cases, a student requesting credit for non-collegiate courses must prepare a portfolio for evaluation by a faculty committee.

These portfolios should be prepared according to the guidelines in *CAEL Student Handbook* with the guidance of an advisor. If the portfolio is approved by a faculty committee, the student may earn college credit appropriate to the experiences. A fee is required to conduct and process this evaluation; see Tuition and Fees. For further details, see the Associate Academic Dean or the Director of the Academic Counseling Center.

A student may earn a maximum of 30 units for credit by exam, 10 units in credit for extra-institutional learning, and 10 units in credit for non-collegiate course work. All units earned in this manner are held in escrow until the student has successfully completed 30 units of course work.

Credit examinations and portfolio evaluations will ordinarily be given only to students who are admitted to the college. After satisfactorily completing the examination or evaluation, the student will register and receive credit for the corresponding course(s). Only "credit" (i.e., no letter grades) will be given: no record of failures will appear on the transcript.

Classification of Students

To be classified as a sophomore, a student must have satisfactorily completed 30 semester units (10 standard courses), or the unit equivalent; as a junior, 60 semester units (20 standard courses); as a senior, 90 semester units (30 standard courses).

A student with full-time status must carry 12-17 units per semester. Part-time students carry less than 12 units per semester. Foreign students (with nonimmigrant "F-1" student status) enrolled in beginning ESL (on or off campus) plus nine semester units may be considered as students with full-time status.

Special students may take a course or courses for academic credit without following a prescribed curriculum toward a degree. After twelve units of study, a special student, unless exempted by the dean, should make application for admission to the college.

Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited.

Ordinarily a student should be a sophomore before enrolling in upper division courses. It is the student's responsibility to be aware of prerequisites or requirements for enrolling in upper division courses.

Declaration of Major

Students generally declare their major not later than the second semester of the sophomore year. Transfer students may declare their major at entrance or no later than second semester sophomore year. Approval of the departmental chairman is required. Students who fail to attain a GPA of 2.0 (C average) in work taken in the prerequisites for the major may, at the option of the department, be denied the privilege of entering that major. The student must maintain a GPA of 2.0 (C average) in all her major courses. After entering the junior or senior year a student may change a major only with the consent of the chairman of the department to which she is transferring.

Degree Application

May graduates must file for the appropriate degree during the Fall semester of the senior year. Students who plan to graduate at other times should file for the degree no later than three weeks after the start of the final semester.

Attendance

Since regularity and punctuality are essential to the successful pursuit of study, the number and character of student absences will be taken into account in determining academic grades. Unless proof to the contrary is furnished, an instructor will assume that an absence is without serious cause.

There is no provision for a system of allowed cuts and absences. In the case of a prolonged absence because of illness or other serious reasons the recommendation of the academic dean is required for the student to be reinstated in class. Students may be dropped from a class for excessive absences when in the opinion of the instructor, further enrollment in the class would be of little value to the student. Occasionally, a student is excused from class attendance by the academic dean in order to represent the college at some function. The student should inform her instructors of such excused absences and secure from them assignments.

Course Examinations

All undergraduate students are required to take the regular course examinations.

Grades

At the end of each term, the student receives a grade in every class. The grade indicates results of examinations, term reports, and general scholastic standing in the entire course.

A minimum grade point average (GPA) of 2.0 is required in lower division work before a student can be granted junior standing. The same GPA is required in upper division work before the student can be graduated.

The student's grade point average is computed according to this scale:
A, excellent, 4 grade points per unit
B, good, 3 grade points per unit
C, average, 2 grade points per unit
D, poor but passing, 1 grade point per unit
F, failure, 0 grade points per unit

The following grades are not computed in the GPA:
AU, audit
CR, C or better; credit given
I, incomplete
IP, deferred grading for graduate thesis, senior project, or undergraduate research work in progress.
NC, D or F; no credit given
W, withdrawn

Grading Policies

Credit/No Credit
To encourage a wider choice of courses by lessening the student's concern for the grade point average, selected courses may be taken for CR/NC. The following regulations apply to this option:

Students may apply a maximum of 9 semester units of CR/NC to the Associate in Arts degree, and a maximum of 18 semester units of CR/NC to the baccalaureate degree; not more than 5 units each term may be taken for CR/NC.

Courses taken for CR/NC may not be applied to the General Studies requirements; nor may they be applied to requirements for the students's major, except at the discretion of the major department.

The student must indicate intent to take a course CR/NC no later than the last day to drop a class, as indicated on the academic calendar, by filing with the Registrar a form signed by the advisor, the instructor, and the student. A change to letter grade may *not* be petitioned after the form has been filed. Signings are a form of active consent and not pro forma.

Incomplete
An Incomplete is given only when a student:
1. has fulfilled the majority of the course requirements,
2. has a passing grade in the class work,
3. is prevented from completing the assigned work for serious reasons,
4. has consulted the instructor prior to the grading period, and the instructor has determined that the student can realistically complete the work within one semester.

An Incomplete will remain as such unless removed by the instructor within one semester. The Incomplete is ignored when computing the GPA. An Incomplete can be extended beyond one semester only upon petition to the academic dean.

Repetition of courses with D/F/NC grades
Only courses for which D, F, and NC were assigned may be repeated for a higher grade/CR. Courses may be repeated only once. In cases of repeated courses the units are counted once and the higher grade is computed in the GPA.

Withdrawal From Courses
The grade W indicates withdrawal from a course, according to the following policy: Withdrawal (W) indicates that a student withdrew from a class during the period scheduled on the college calendar with the approval of the instructor and advisor. After the scheduled date, permission of the Dean is required. A withdrawal form must be filed in the Registrar's office to have an official withdraw with the grade of W.

The W carries no connotation of quality of student performance and is not calculated in the grade point average. Students who do not officially withdraw receive a grade of F.

Transcripts

Transcripts are issued at the written request of students or graduates to the office of the registrar. The first transcript is free. All other transcripts are $2.00 each. One week should be allowed for processing.

Full payment of all expenses incurred during a given term or semester must be made before the credit for courses taken during that term or semester will be recorded on the student's transcript.

Academic Petitions

Any academic policy or regulation (e.g., degree requirements, academic dismissal, etc.) may be waived or modified for good reason for individual students by use of a petition form. Reasons must be presented by the student. After consultation with the student, the student's advisor and department chairman as appropriate, the program dean (i.e. dean of the A.A. program, dean of the graduate division, etc.) has the authority to approve or disapprove any petition. The dean for academic development has the authority to approve or disapprove any petition for any academic program at Mount St. Mary's College. A copy of any approved petition must be sent to the office of the registrar to be placed in the student's permanent file.

Withdrawal From College

Students thinking of withdrawing from college should schedule an exit interview with an academic advisor or the dean in order to explore other options or assistance.

Students who must withdraw from the college at any time must file a withdrawal notice in the office of the registrar. Forms are available from the office of the academic dean. Honorable dismissal may be granted when this form is filed.

Students who leave the college in good standing for one semester and do not attend another postsecondary institution in the interim period may re-enroll through the office of the registrar. Other students wishing to re-enter must file an application for readmission with the admissions office.

Probation

A student is placed on probation if she fails to maintain a 2.0 GPA for all courses undertaken in a term. A student on probation must achieve a GPA of 2.0 or higher during the following term in order to be readmitted to regular standing.

Dismissal

A student is subject to dismissal for the following reasons:

1. Failure to maintain a minimum GPA of 1.0 during any term.
2. Failure to maintain a minimum GPA of 2.0 during a probationary term.

The academic dean has the power to dismiss students and to suspend dismissal. She may also recommend that the Admissions Committee reinstate a dismissed student on a probationary basis.

When extenuating circumstances, such as prolonged illness, account for the student's disqualification, she may be permitted, on petition to the academic dean, to continue on probation until the next term.

Enrollment in the college implies willingness on the part of the student to comply with the requirements and regulations of the college. If the student fails to comply with these requirements and regulations, or if it is determined by the dean for academic development and the dean for student development that she is not able to benefit from the opportunities offered by the college, her withdrawal may be requested even though she is charged with no specific breach of discipline.

Student Development

Mount St. Mary's College provides students with programs and experiences conducive to personal, cultural, ethical, social and intellectual growth. Student initiative and responsibility are encouraged in an atmosphere of close interrelation among students, faculty, administration and staff.

Student Activities

Students are encouraged to become members of various college committees where, with members of the faculty and administration, they may contribute to the policy and procedures involved in their own educational process.

The limited enrollment at Mount St. Mary's College offers many opportunities for participation in student government and campus organizations. In fact, a priority of the college is to provide women with distinctive leadership opportunities.

To supply the broadening experience which organized discussions and planned activities furnish and to foster interest in the special fields which students are pursuing, many opportunities and organizations are open to Mount St. Mary's College students in campus life. Among them, the *Associated Students of Mount St. Mary's College* sponsors a wide range of cultural, educational, recreational, athletic, volunteer and social activities. The governing board of the Associated Students of Mount St. Mary's College meets at regular intervals to analyze student concerns, reflect student attitudes on questions of administrative policy, promote student activities, consider appointments, and appropriate student body funds. *Residence Council* addresses residence issues and promotes activities. Mount St. Mary's College has a student-run newspaper and yearbook. Several of the students' special interests include *Athenaeum* which sponsors theater excursions in Southern California, an active Model United Nations program (annually attends New York conference), the Mount Chorus and Orchestra, Pi Theta Mu (an honorary service sorority), professional student affiliations (Student California Teachers' Association, Student Nurses' Association of California, Women in Consumer Studies, Women of Management and Enterprise, the American Chemical Society Student Affiliates), and a local social sorority, Kappa Delta Chi.

In addition to the many on-campus activities, Mount St. Mary's College's urban location offers the cultural and recreational opportunities available in the greater Los Angeles area.

Counseling Services

Students at Mount St. Mary's College may find assistance in an atmosphere of responsible freedom in one or more counseling situations. Counseling may range anywhere from a fifteen-minute informational chat with an instructor on the campus to a long-term therapy as a result of a referral to an outside resource through the college health services or the department of psychology.

Students (either individually or in a group) have the opportunity to talk over problems of concern in academic, personal, or vocational matters in an atmosphere of acceptance and in a confidential manner, with a staff of professionally trained psychologists who are also

members of the teaching staff. The goals of such counseling are the realization and development of individual resources and increased self-understanding. Psychological testing is also provided when it is deemed appropriate.

Campus Ministry

Campus Ministry is a pastoral apostolate of service to members of the entire Mount Community through concern and care for persons, the proclamation of the Gospel and the celebration of the Eucharist. Campus Ministry provides for: retreats, liturgical celebrations, religious activities, counseling, interfaith discussions and social action. The College Chaplain works with the Campus Ministry Office to provide students with a sense of Christian living.

The Student Placement Office

The Student Placement Office offers a variety of services and employment opportunities for enrolled students. Job opportunities on campus are available in the library, the food service, the student bookstore, the switchboard, faculty offices and other places. Jobs are filled according to students' financial need and skill. Students interested in on-campus employment are encouraged to file applications early in the Financial Aid Office and in the Student Placement Office. Off-campus jobs, including seasonal and summer employment opportunities, are posted in the Student Placement Office and Campus Center.

The Office of Career Planning

The office of career planning assists the student in finding the major or career best suited to her interests. The director of career planning is available to discuss individual students' planning and offers seminars to provide students with the self evaluative tools, labor trend information, and job search skills that will enable them to build satisfying and influential careers. The director will also aid the student in using a research library of information on various careers related to college majors.

Residence Life

Primary emphasis in the residence halls is on a close interrelationship of students and staff to create a social situation which fosters the formation of personal values and integrity. On-campus living affords increased opportunities to develop personal relationships and to participate in the many enriching programs which Mount St. Mary's College offers. Student resident life is largely self-regulated, under the direction of the residence council which is composed of elected residence officers and floor representatives, resident assistants, faculty members in residence, the associate director of residence and the director of residence.

In addition to the director of residence and associate director of residence, several other staff members help to contribute to the general well-being of the resident students. These include the assistant director, a dormitory assistant, and senior students who serve as resident assistants. A religious faculty member lives on each floor of the residence halls.

The residence staff gives much time and attention to assigning rooms and roommates. They make every effort to provide a living/learning environment which will allow the student both privacy and the freedom to develop relationships conducive to her social and educational growth.

Housing arrangements for unmarried students are the responsibility of the students and of their parents. The college offers assistance in making these arrangements.

Health Services (Chalon Campus)

The Mount St. Mary's College Health Center offers the services of a registered nurse and a part-time physician to students, administration, faculty and staff. Emphasis is placed on preventive medicine. Consultations, examinations, first aid treatment, whirlpool, ultrasonic therapy, hydrocollator therapy,clinical laboratory tests and medical counseling for various matters (e.g., weight control and skin problems) are available.

Students living away from their own homes and all nursing majors are required to carry health and accident insurance. This applies even if the student lives with relatives if these are not legal guardians. Evidence of coverage must be presented at registration. The college offers a reasonably priced insurance. Students wishing this particular coverage must obtain it before the second week of each semester.

Incoming students, freshmen and transfer, must submit the results of a recent physical examination (within the previous six months) by a private medical doctor to the Health Center prior to entrance. Thereafter, members of the college community are encouraged to avail themselves of the Health Center for yearly physical examinations and laboratory testing.

Bachelors Degree Programs– Descriptions and Requirements

American Studies

What is distinctive about American culture? What are the developing trends in American society, in public policy, in consumer behavior? What values do Americans treasure? The major in American Studies focuses on the influences of the past and present which have affected American character, experience, and institutions.

This major is of particular value to students interested in entering government service, business, economics, management, political writing, teaching, and law.

It is possible to have a double major combining American Studies with a major in English or in history. Either combination is excellent.

The B.A. Degree With a Major in American Studies

Preparation

ENG 26/126	The American Experience	(3)
HIS 7A-I	American Civilization	(9)
SOC 5	Sociological Perspectives	(3)

Recommended preparation

ECO 2	Macroeconomics	(3)
POL 10	Political Concepts	(3)

Requirements

Eight upper division courses chosen from the following areas:

Art

ART 174	History of Art: Art of the United States	(3)

Business

BUS 4	Introduction to American Business	(3)

English

ENG 154	Selected American Writers	(3)
ENG 181	Theory and Criticism	(3)
ENG 192	Special Studies: Selected American Studies	(3)

History

HIS 170	The Expanding Atlantic Community: Colonial Era	(3)
HIS 171	Revolutionaries and Constitutionalists: 1763-1800	(3)
HIS 172	U.S.: Jeffersonianism and Jacksonianism	(3)
HIS 173	U.S. Civil War and Reconstruction	(3)
HIS 174	U.S. Industrialism, Populism and Progressive Reform	(3)
HIS 175	U.S. The Twentieth Century	(3)
HIS 178	Diplomatic History of the U.S.	(3)
HIS 179	Constitutional History of the U.S.	(3)
HIS 181	The American West	(3)
HIS 188	California History	(3)

Music

MUS 163	American Music: Imitation to Creation	(3)

Philosophy

PHI 134	American Thought	(3)
PHI 174	Aesthetics	(3)

Political Science

POL 107	Political Economics	(3)
POL 108	American Constitutional Law	(3)
POL 113	American Political Theory	(3)
POL 116	Democracy and Democratic Theory	(3)
POL 125	Foreign Relations of the U.S.	(3)
POL 170	American Party Politics	(3)
POL 180	State and Local Government	(3)
POL 181	Political Participation	(3)
POL 196	Experience-Oriented Courses in Political Science	(3)

Sociology

SOC 104	The Family	(3)
SOC 137	Culture and Personality	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology and Demography	(3)
SOC 185	Political Sociology	(3)

At least three of the eight upper division courses must be in humanities (literature, philosophy, art, music); at least three courses must be in the social sciences (history, political science, sociology, economics).

Two Seminars in American Studies (6)

AST 174	Seminar in American Studies I
AST 175	Seminar in American Studies II

Recommended Electives:

POL 190	Internship in Political Science	(3)
POL 191	Internship in Government Serivce	(3)

Total units in American Studies — 48

Plus general studies requirements and electives totaling 129 semester units.

The Minor in American Studies

A minimum of 21 units selected from American Studies offerings.

Students interested in an American Studies minor should arrange their total programs with the department chairman. Because of the variety of careers to which an American Studies program may lead, the choice of courses is flexible.

Art

The art major is directed toward several goals. It provides the undergraduate student with a thorough and comprehensive understanding of art as an essential activity of man. It prepares students who wish to continue as professional artists or teachers of art. It offers areas of specialization for those students who will pursue graduate study in art.

The *Bachelor of Arts Degree in Art* offers the student thorough course experiences in drawing, design, painting, photography, printmaking, sculpture, ceramics, fiber design, and art history.

The *Bachelor of Fine Arts Degree in Art* offers greater possibilities for personal concentration and development. In addition to the regular course work in drawing, design, painting, photography, printmaking, sculpture, ceramics, and art history, the student chooses an area of specialization for further study and experimentation. The B.F.A. candidate will prepare a portfolio and present her work in an exhibition at the end of the senior year.

The B.A. Degree With a Major in Art

Preparation

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 3	Three-Dimensional Design	(3)
ART 4	Painting I	(3)
ART 5	Fundamentals of Art	(3)

Requirements

ART 106	Design II	(3)
ART 122	Drawing II (Figure)	(3)
ART 111	Printmaking I	(3)

One course from the following

ART 112	Ceramics I	(3)
ART 109	Fiber Arts	(3)
ART 125	Weaving I	(3)
	Six upper division courses in art. Two of these must be in art history.	(18)

Total units in art — 45

Plus general studies requirements and elective totaling 129 semester units.

The B.F.A. Degree With a Major in Art

Preparation

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 3	Three Dimensional Design	(3)
ART 4	Painting I	(3)
ART 5	Fundamentals of Art	(3)

Requirements

ART 106	Design II	(3)
ART 122	Drawing II (Figure)	(3)
ART 111	Printmaking I	(3)

One course from the following

ART 112	Ceramics I	(3)
ART 109	Fiber Arts	(3)
ART 125	Weaving I	(3)

Fifteen additional courses in art, including the following:

	Three courses in Art History	(9)
ART 175	Critical Theories of the Visual Arts	(3)
ART 176	Portfolio and Exhibition	(3)

Upper division work should reflect a concentration in one of the following areas:

Ceramics	Painting
Design	Photography
Drawing	Printmaking
Fiber	Sculpture

All B.F.A. candidates must prepare and produce a portfolio and exhibition at the end of the senior year (ART 176).

Total units in art — 72

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Art

A minimum of seven courses in art:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 4	Painting I	(3)
ART 5	Fundamentals of Art	(3)

Three additional courses.

Total of 21 semester units.

The Minor in Art History

A minimum of seven courses:

ART 5	Fundamentals of Art	(3)
ART 170	History of Art: Ancient to Medieval	(3)
ART 171	History of Art: Renaissance to Romanticism	(3)
ART 172	History of Art: Modern World	(3)
ART 175	Critical Theories in the Visual Arts: Seminar	(3)
ART 199	Independent Study: Research Paper in Art History	(3)

One course from the following:

ART 1	Drawing I	(3)
ART 174	History of Art: Art of the United States	(3)
ART 177	History of Art: Christian	(3)

Total of 21 semester units.

Biochemistry

Area Major: Chemistry and Biology

The major in biochemistry offers the student an interdisciplinary study of biology and chemistry, and provides an excellent preparation for all preprofessional areas leading into medicine, dentistry, and pharmacy.

The B.S. Degree With a Major in Biochemistry

Preparation

BIO 1ABCD	Biological Dynamics	(6)
CHE 1AB	General Chemistry	(4-4)
CHE 5A	Elementary Organic Chemistry	(4)
CHE 5B	Organic Synthesis	(3)
CHE 7	Elementary Biochemistry	(4)
MTH 3AB	Mathematical Analysis I	(3-3)
PHY 1A	Elementary Physics	(3)
PHY 1B	Intermediate Physics	(4)

Requirements

BIO 130	Genetics	(3)
BIO 151A	Cellular Physiology	(4)
CHE 104	Qualitative Organic Analysis	(3)
CHE 108	Intermediate Biochemistry	(3)
CHE 110AB	Physical Chemistry	(3-3)
CHE 199	Research	(3)

One additional upper division course in chemistry and three additional courses in biology selected from BIO 118, BIO 120, BIO 126, BIO 151B.

Total units in chemistry, biology, mathematics, and physics — 72-73

Plus general studies requirements and electives totaling 129 semester units.

Biological Sciences

Students in the Department of Biological Sciences may elect to major in one or more of the following options: environmental studies, general sciences, medical technology, physical therapy, pre-medical program, and psychobiology. See also the Associate in Arts programs in physical therapy assistant and respiratory therapy.

These options will prepare the student to enter medical school, graduate study, clinical and research laboratories, allied health therapy fields, or teaching.

Students may earn a B.A. degree or a B.S. degree. For the B.A. degree it is necessary to complete the foreign language requirement.

The B.A. Degree With a Major in Biological Sciences

Preparation

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1B	Biological Dynamics: Microbial World	(1)
BIO 1C	Biological Dynamics: Basic Human Physiology	(1)
BIO 1D	Biological Dynamics: The Environment	(2)

Plus courses in mathematics, chemistry, physics.

Requirements

Seven to nine upper division courses including:

BIO 130	Genetics	(3)
BIO 150	Biology of Aging	(3)
BIO 151A	Cellular Physiology	(4)
BIO 195	Senior Seminar	(2)

Total units in biological sciences — 30-36

Plus general studies requirements and electives totaling 129 semester units.

The B.S. Degree With a Major in Biological Sciences

Preparation

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1B	Biological Dynamics: Microbial World	(1)
BIO 1C	Biological Dynamics: Human Physiology	(1)
BIO 1D	Biological Dynamics: The Environment	(2)

Plus courses in chemistry, mathematics, physics.

Requirements

Nine to ten upper division courses including:

BIO 130	Genetics	(3)
BIO 151A	Cellular Physiology	(4)
BIO 195	Senior Seminar	(2)
BIO 197	Research Readings	(1-2)
BIO 198	Biological Research	(1-3)

Recommended Courses

BIO 118	Endrocrinology	(4)
BIO 120	Human Embryology	(4)
BIO 150	Biology of Aging	(3)
BIO 151B	Medical Physiology	(3)
BIO 165	Marine Biology	(4)

Total units in biological sciences — 33-39

Plus general studies requirements and electives totaling 129 semester units.

The B.S. Degree With a Major in Biological Sciences

Medical Technology Emphasis

Preparation

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1B	Biological Dynamics: Microbial World	(1)
BIO 1C	Biological Dynamics: Human Physiology	(1)
BIO 1D	Biological Dynamics: The Environment	(2)
BIO 3	General Microbiology	(4)

Plus courses in chemistry, physics, and mathematics.

Requirements

Nine to ten upper division courses including:

BIO 104	Medical Bacteriology	(4)
BIO 105	Immunology	(4)
BIO 130	Genetics	(3)
BIO 151A	Cellular Physiology	(4)
BIO 195	Senior Seminar	(2)
BIO 197	Research Readings	(1-2)
BIO 198	Biological Research	(1-3)

Recommended Courses

BIO 106	Medical Mycology	(3)
BIO 107	Parasitology	(3)
BIO 108	Hematology	(4)
BIO 151B	Medical Physiology	(3)

Total units in biological sciences — 33-39

Plus general studies requirements and electives totaling, 129 semester units.

The B.S. Degree With a Major in Biological Sciences

Pre-Medical/Pre-Dental Preparation Emphasis

Preparation

BIO 1A	Biologicsl Dyanmics: Basic Concepts	(2)
BIO 1B	Biological Dynamics: Microbial World	(1)
BIO 1C	Biological Dynamics: Human Physiology	(1)
BIO 1D	Biological Dynamics: The Environment	(2)

Plus courses in chemistry, mathematics, physics.

Requirements

Nine to ten upper division courses including:

BIO 118	Endocrinology	(4)
BIO 120	Human Embryology	(4)
BIO 130	Genetics	(3)
BIO 151A	Cellular Physiolsogy	(4)
BIO 151B	Medical Physiology	(3)
BIO 195	Senior Seminar	(2)
BIO 197	Research Readings	(1-2)
BIO 198	Biological Research	(1-3)

Recommended Courses

CHE 110AB	Physical Chemistry	(6)
BIO 50/150	Biology of Aging	(3)

Total units in biological sciences — 33-39

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Biological Sciences

A minimum of 20 units including:

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1C	Biological Dynamics: Human Physiology	(1)

At least three upper division courses.

Business

The major in Business is designed to prepare students for careers in business and for graduate study.

The emphasis in Accounting qualifies students to enter the most rapidly expanding areas of business activity, namely, accounting and computer science. Graduates will not only be qualified for employment with public accounting and computer firms, but they will also be minimally qualified to take the certified public accountant (CPA) examination.

The emphasis in Business Administration offers a curriculum centered around the practical, applied courses that qualify students to enter administrative positions immediately after graduation. Courses cover the broad spectrum of business activity and allow the students to choose from a variety of possible career opportunities — advertising, finance, personnel, and retailing.

The emphasis in Fashion Merchandising prepares students for positions in retail buying, selling and promotion of fashion apparel and accessories in department stores and specialty shops. A graduate may find employment as a buyer, fashion consultant, fashion coordinator, department manager or researcher of market trends. Business courses included in the emphasis make available the option of self-employment as owner/manager of a boutique.

The emphasis in Marketing prepares a student for careers in marketing, marketing research, sales, and real estate.

Information for Majors

Business Internship (BUS 190) is restricted to seniors whose academic performance qualifies them for the internship experience. The department will attempt to place such students in administrative positions where they can increase their competency and acquire practical business experience.

The B.A. Degree with a Major in Business

Accounting Emphasis

Preparation

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Accounting I	(3)
BUS 16	Accounting II	(3)
ECO 1	Economics I (Microeconomics)	(3)
ECO 2	Economics II (Macroeconomics)	(3)
MTH 1	College Algebra (or completion of equivalency exam)	(3)
MTH 9	Introduction to Computer Processes	(3)
MTH 38	Elements of Probability and Statistics	(3)
PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Requirements

Nine upper division courses including:

BUS 137	Intermediate Accounting I	(3)
BUS 138	Intermediate Accounting II	(3)
BUS 153	Computer Programming	(3)
BUS 154	Cost Accounting	(3)
BUS 155	Systems Design and Analysis	(3)
BUS 185	Business Management	(3)
BUS 186	Tax Accounting	(3)
BUS 188	Auditing	(3)

Total units in business — 42

Plus general studies requirements and electives totaling 129 semester units.

The B.A. Degree with a Major in Business

Business Administration Emphasis

Preparation

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Accounting I	(3)
BUS 16	Accounting II	(3)
BUS 75/175	Principles of Salesmanship	(3)
ECO 1	Economics I (Microeconomics)	(3)
ECO 2	Economics II (Macroeconomics)	(3)
MTH 1	College Algebra (or completion of equivalency exam)	(3)
MTH 9	Introduction to Computer Processes	(3)
MTH 38	Elements of Probability and Statistics	(3)
PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Requirements

Nine upper division courses including the following:

BUS 130	Business Finance	(3)
BUS 157	Personnel	(3)
BUS 160	Marketing	(3)
BUS 161	Advertising	(3)
BUS 184	Organizational Behavior	(3)
BUS 185	Business Management	(3)
BUS 192	Business Policy and Ethics	(3)

Total units in business — 42

Plus general studies requirements and electives totaling 129 semester units.

B.A. Degree in Business

Fashion Merchandising Emphasis

Preparation

ART 2	Design I	(3)
BUS 4	Introduction to American Business	(3)
BUS 15/115	Accounting I	(3)
BUS 75/175	Principles of Salesmanship	(3)
ECO 2	Macroeconomics	(3)
MATH 9/109	Introduction to Computer Processes	(3)
PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)
SPE 10/110	Public Speaking	(3)

Requirements

BUS 85/185	Business Management	(3)
BUS 160	Marketing	(3)
BUS 161	Advertising	(3)
BUS 162	Retailing	(3)
BUS 180	Merchandising: Demonstration and Display	(3)
BUS 192	Business Policy & Ethics	(3)
CST 21	Clothing Construction	(3)
CST 24	Textiles for Consumers	(3)
CST 120	Clothing Selection	(3)
CST 128	The Fashion Industry	(3)
CST 194	Seminar: Business and Consumer Studies	(3)
PSY 148	Personnel and Consumer Psychology	(3)
SPR 18	Career Planning	(1)

Recommended Electives

BUS 130	Business Finance	(3)
BUS 157	Personnel	(3)
BUS 190	Business and Consumer Studies Internship	(3)

Total units in business and consumer studies — 42

Plus general studies requirements and electives totaling 129 semester units.

The B.A. Degree With a Major in Business

Marketing Emphasis

Preparation

BUS 4	Introduction to American Business	(3)
BUS 5	Business Law	(3)
BUS 15	Accounting I	(3)
BUS 16	Accounting II	(3)
BUS 75/175	Principles of Salesmanship	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MATH 1	College Algebra (or completion of equivalency exam)	(3)
MATH 9	Introduction to Computer Processes	(3)
MATH 38	Statistics	(3)
PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Requirements

Nine upper division courses including the following:

BUS 160	Marketing	(3)
BUS 161	Advertising	(3)
BUS 170	Real Estate	(3)
BUS 180	Merchandising: Demonstration and Display	(3)
BUS 192	Business Policy and Ethics	(3)

Total units in business — 42

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Business

A minimum of 21 units selected from Business offerings.

Students interested in a business minor should arrange their total programs with the department chairman. Because of the variety of careers to which a business program may lead, the choice of courses is flexible.

Chemistry

A student majoring in chemistry receives a comprehensive view of the principles of this science and participates in personalized laboratory instruction and individual research.

The chemistry major is excellent preparation for all health science careers, education, scientific writing, and careers in food, petroleum, and textiles.

The minimal major in chemistry — leading to a B.A. degree — is designed for those interested in secondary science teaching, chemical technology, and other broadly-based careers requiring a science background.

The bachelor of science degree in chemistry or biochemistry is recommended for those who wish to pursue graduate or medical studies.

The B.A. Degree With a Major in Chemistry

Preparation

CHE 1AB	General Chemistry	(4-4)
CHE 5A	Elementary Organic Chemistry	(4)
CHE 7	Elementary Biochemistry	(4)
MTH 3AB	Mathematical Analysis I	(3-3)
PHY 1A	Elementary Physics	(3)

Requirements

CHE 110AB	Physical Chemistry	(3-3)

Three additional upper division courses in chemistry (9)

Total units in chemistry — 31

Total units in mathematics and physics — 9

Plus general studies requirements and electives totaling 129 semester units.

The B.S. Degree With a Major in Chemistry

Preparation

CHE 1AB	General Chemistry	(4-4)
CHE 5A	Elementary Organic Chemistry	(4)
CHE 5B	Organic Synthesis	(3)
CHE 7	Elementary Biochemistry	(4)
MTH 3AB	Mathematical Analysis I	(3-3)
MTH 4AB	Mathematical Analysis II	(3-3)
PHY 1A	Elementary Physics	(3)
PHY 1B	Intermediate Physics	(4)

Requirements

CHE 110AB	Physical Chemistry	(3-3)
CHE 111	Physical Chemistry Laboratory	(2)
CHE 199	Research	(3)

Five additional upper division courses in chemistry (15)

Total units in Chemistry — 45

Total units in mathematics and physics — 19

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Chemistry

CHE 1AB	General Chemistry	(4-4)
CHE 5A	Elementary Organic Chemistry	(4)
CHE 5B	Organic Synthesis	(3)
CHE 7	Elementary Biochemistry	(4)

Plus one upper division course in chemistry.

Child Development

Area Major: Psychology and Sociology

This interdisciplinary major provides a broad base for understanding young children as individuals and as members of society. It is recommended primarily for persons who will be working with preschool children.

The B.A. Degree With a Major in Child Development

Psychology or Sociology Emphasis

Preparation

PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Requirements

Eleven upper division courses from the fields of psychology and sociology with a minimum of five and a maximum of seven from each area including:

CST 109	Maternal and Child Nutrition	(3)
PSY 12	Developmental Psychology	(3)
PSY 132	Personality	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)

Recommended

ART 145	Creative Art Experience	(3)
ENG 134	Children's Literature	(3)
MUS 31	Music for the Young Child	(3)

Majors must maintain a grade of C or higher in all major courses.

Total units in major areas — 39

Plus general studies requirements and electives totaling 129 semester units.

Consumer Studies

The major in Consumer Studies focuses on human physical needs, such as food, clothing and shelter and how those needs are met through the selection and purchase of goods and services offered in the retail market. Courses in the major provide an understanding of the buying process from the viewpoint of both the seller and the buyer, by examining the operation of businesses by sellers and the management of physical resources by consumers. The major also gives specific attention to consumer problems and how they may be solved.

Graduates may find employment in consumer services departments of banks, finance companies, department stores, product manufacturers, government agencies or radio and television stations. The major provides excellent preparation for graduate study in business, law and family economics.

The B.S. Degree with a Major in Consumer Studies

Preparation

BUS 5/105	Business Law	(3)
BUS 15/115	Accounting I	(3)
CST 2/102	Consumer Issues	(3)
CST 40/140	Management of Personal and Family Resources	(3)
ECO 2	Macroeconomics	(3)
PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)
SOC 104	The Family	(3)
SPE 10/110	Public Speaking	(3)

Requirements

BUS 160	Marketing	(3)
BUS 161	Advertising	(3)
BUS 170	Real Estate	(3)
CST 10/110	Human Nutrition	(3)
CST 108	Meals, Money and Markets	(3)
CST 154	Housing	(3)
CST 160	The Consumer and the Market	(3)
CST 180	Merchandising: Demonstration and Display	(3)
CST 194	Seminar: Business and Consumer Studies	(3)
ENG 108A	Journalism	(3)
POL 108	American Constitutional Law	(3)
PSY 125	Introduction to Counseling	(3)
PSY 148	Personnel and Consumer Psychology	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)
SOC 189	The Sociology of Aging	(3)
SPR 18	Career Planning Seminar	(1)

Recommended Elective

BUS 190	Business and Consumer Studies Internship	(3)

Total units in business and consumer studies — 39

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Consumer Studies

A minimum of 21 units selected from consumer studies offerings.

Students should arrange their total programs with the department chairman. Because of the variety of careers to which such programs may lead, the choice of courses is flexible.

Diversified Major

Multiple Subject Credential: Elementary

The diversified major is designed for the student qualifying for the Multiple Subject Credential to teach in the elementary school.

The B.A. Degree With a Diversified Major

Elementary Teaching Credential

General requirements: Eighty-four units in four areas of concentration with a minimum of 18 units in each area.

Area I — English and Speech

Requirements

ENG 1AB	College Writing	(2-2)
ENG 105	Advanced Composition	(3)
ENG 134	Children's Literature	(3)
	One upper division course in American Literature	(3)
	One elective course in English	(3)
	One course in Speech	(3)
	One course in Linguistics	(3)

Area II — Mathematics and Science

Requirements:

Biology

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 10	Health Science	(3)

One course from the following:

BIO 1B	Biological Dynamics: The Microbial World	(1)
BIO 1C	Biological Dynamics: Basic Human Physiology	(1)
BIO 1D	Biological Dynamics: The Environment	(2)

One elective course from the following:

BIO 3	General Microbiology	(4)
BIO 165	Marine Biology	(3)
BIO 167	Field Biology	(3)

Mathematics

MTH 10	Mathematical Ideas	(3)
MTH 50	Modern Math	(3)
MTH 51	Modern Geometry	(3)

Physical Science

PHS 1	Scientific Concepts	(3)
PHS 4	Elementary Environmental Studies	(3)
—	One elective course in biology or physical science	(3)

Area III — Social Sciences

Requirements:

History

HIS 176	The American Democratic Republic	(3)
or		
HIS 175	U.S., The Twentieth Century	(3)

Political Science

POL 170	American Party Politics	(3)

One elective course from economics, history, or political science

Psychology

PSY 1	General Psychology	(3)
PSY 113	Child Development and the Learning Process	(3)

Recommended electives:

PSY 132	Personality	(3)
PSY 135	Group Dynamics	(3)
PSY 145	Social Psychology	(3)

Sociology

SOC 5	Sociological Perspectives	(3)

One course from the following:

SOC 104	The Family	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)

Area IV — Humanities, Fine Arts, Foreign Languages

Requirements:

ART 145	Creative Art Experience	(3)
MUS 130	Creative Music Experience	(3)
—	Three courses in philosophy	(9)
—	One to three courses in foreign language	(3-9)

In addition, 12units in education and 12 units in student teaching arerequired.

EDU 101	Perspectives in Education	(1)
EDU 114	Diagnosis and Prescription	(1)
EDU 115A	Communication — Elementary Curriculum	(2)
EDU 115B	Mathematics — Elementary	(2)
EDU 115C	Reading — Elementary	(3)
EDU 115D	Science and Social Studies — Elementary Curriculum	(3)
EDU 116A	Supervised Teaching — Elementary	(12)

Total units in four areas — 84
Total units in education — 24

Students who are considering this major should consult with the education department as early as possible to obtain individual advisement.

For graduation, 129 units are required.

English

The English major emphasizes creative writing and thinking, and offers training in communication and in the perceptive criticism of literature. Students may structure their English programs for an emphasis in such areas as literature, television, speech and drama, journalism, and English as a second language.

The B.A. Degree With a Major in English

Preparation

ENG 1AB	College Writing	(2-2)
ENG 2	Introduction to Literature	(3)
HIS 1AB	Western Civilization	(6)

One course selected from the following:

SPE 10	Public Speaking	(3)
SPE 13	Oral Argument	(3)
SPE 15	Drama in Action	(3)

Strongly recommended:

PHI 5	Logic: Structures of Reasoning	(3)

Requirements

ENG 106	Creative Writing	(2)
ENG 142	Literary History of England and America	(3)
ENG 181	Theory and Criticism	(3)
ENG 199	Senior Paper	(0-1)

Twenty-five units selected from English and Journalism offerings, at least eighteen of which are upper division. Each student works out a total program with an adviser and the department chairman.

Majors may fulfill any department requirements by independent study provided that a faculty member agrees to direct the work.

Majors must maintain average or above-average grades in all English courses.

Total units in English — 40

Plus general studies requirements and electives totaling 129 semester units.

The Minor in English

A minimum of 21 units selected from English offerings.

Students intersted in an English minor should work out their total programs with the department chairman. Because of the vareity of careers to which an English program may lead, the choice of courses is flexible.

The Minor in English

Teaching Emphasis

A minimum of 21 units selected from English offerings.

Requirements

ENG 1AB	College Writing	(2-2)
ENG 181	Theory and Criticism	(3)

One course in American Literature

Strongly recommended:

ENG 101	Structure of Modern English	(3)
ENG 106	Creative Writing	(2)
ENG 173	Shakespeare	(3)

English as a Second Language

The Minor in English as a Second Language (ESL)

Prerequisites

Certification of English proficiency and background by the department of English.

Recommended:

Certification of Spanish proficiency and background by the department of Foreign Languages.

Requirements

A minimum of 21 units including:

EDU 351	Methods and Materials in Teaching English as a Second Language	(3)

EDU 336	Supervised Teaching: English as a Second Language — Elementary	(3)
or		
EDU 378	Supervised Teaching: English as a Second Language — Secondary	(3)
ENG 102/202	Structure of Modern English	(3)
ENG 204	Comparative Bilingual Studies (Prerequisite: ENG 102/202)	(3)
Recommended electives		
EDU 203	Social Foundations of Education	(3)
EDU 222	Curriculum and Methods for the Urban School	(3)
EDU 230	Language in the Urban School and Community	(3)
ENG 100/200	English Linguistics	(3)
ENG 105	Advanced Composition	(3)
HIS 165B/265B	History of the Spanish-Speaking Peoples of the United States	(3)
SOC 125/225	Comparative Social Structures	(3)
SOC 161/261	Dynamics of Majority-Minority Relations	(3)
SOC 212	Contemporary Social Issues	(3)
SPA 115/215	Applied Linguistics: Spanish as a Second Language	(3)
SPA 118/218	Historical Grammar: Spanish as a First Language	(3)

Completion of this minor also includes completion of the program for the Graduate Certificate in Teaching English as a Second Language.

French

The major in French is a comprehensive program leading to a proficiency in speaking, reading, and writing French, and to a deepening of the humanistic spirit through understanding the ideas and ways of life of the French-speaking nations. It offers preparation for teaching, research, graduate study and travel.

Admission to a major in the Department of Foreign Languages is determined by the department when the student applies in the spring of her sophomore year. A grade point average of 2.5 in courses in foreign language is required.

The B.A. Degree With a Major in French

Preparation		
FRE 4AB	Intermediate French (May be challenged by examination)	(3-3)
FRE 25	Advanced Grammar	(3)
FRE 32	History and Civilization of France	(3)
Requirements		
FRE 101	Stylistics and Composition	(3)
FRE 112AB	Introduction to the Study of Literature	(3-3)
	Five upper division courses covering at least three of the literary periods	(15)
FRE 191	Senior Thesis	(1)

Total upper division units in French — 25

Plus general studies requirements and electives totalling 129 semester units.

The B.A. Degree With a Major in French
French Studies Emphasis

Preparation		
FRE 4AB	Intermediate French or approved alternate	(3-3)
Requirements		
FRE 101	Stylistics and Composition	(3)
FRE 112AB	Introduction to the Study of French Literature	(3-3)
FRE 132	History and Civilization of France	(3)
FRE 191	Senior Thesis	(1)
	Two approved upper division courses chosen from stylistics, linguistics, study-travel, or related area courses.	(6)

Total upper division units in French — 25

Plus general studies requirements and electives totaling 129 semester units.

The Minor in French

A minimum of 21 units including:

FRE 4AB	Intermediate French (may be challenged by examination)	(3-3)
FRE 25	Advanced Grammar	(3)
FRE 32	History and Civilization of France	(3)
FRE 101	Stylistics and Composition	(3)
	Two upper division courses	(6)

Gerontology

The major in gerontology (psychology of development and aging) emphasizes the exploration of behavioral development over the lifespan. Special focus is placed on the biological, environmental, and psychological aspects of aging in American society.

The B.A. Degree with a Major in Gerontology

Preparation		
BIO 50	Biology of Aging	(3)
PSY 1	General Psychology	(3)
PSY 12	Developmental Psychology	(3)
SOC 5	Sociological Perspectives	(3)
Requirements		
Thirteen upper division courses including:		
ART 146	Art as Therapy	(3)
or		
MUS 164	Music and Life	(3)
HSP 194	Gerontology Seminar	(2)
HSP 196	Thanatology Seminar	(3)
*PHI 168B	Bioethics	(3)
PSY 127	Psychology of Development and Aging	(3)
PSY 133	Psychology of Disability and Adjustment	(3)
PSY 168	Abnormal Psychology	(3)
*RST 178	Death and Dying	(3)
SOC 189ABC	Sociology of Aging	(1-1-1)

Recommended:

PSY 125	Introduction to Counseling	(3)
PSY 132	Personality	(3)
PSY 135	Group Dynamics	(3)
PSY 145	Social Psychology	(3)
PSY 192	Clinical Practicum	(3)
SOC 137	Culture and Personality	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 190	Social Change	(3)

*Can fulfill General Studies requirement.

Majors must obtain a grade of C or higher in all major courses.

Total units in major — 50

Plus general studies requirements and electives totaling 129 semester units.

Health Services Administration

Health Services Administration is designed to prepare students for administrative positions in medical, hospital and nursing-care facilities. The major provides students who have already satisfied an approved program in health services (such as respiratory therapy, physical therapy assistant, nursing, and medical secretary) with the business skills to assume leadership in administering health-care facilities.

The B.S. Degree with a Major in Health Services Administration

Preparation:

Completion of an approved program in Health Services (Physical Therapy Assistant, Nursing, Respiratory Therapy, Medical Secretary, etc.)

PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Requirements:

MTH 9	Introduction to Computer Processes	(3)
MTH 38	Elements of Probability and Statistics	(3)
ECO 1	Microeconomics	(3)
BUS 5	Business Law	(3)
BUS 15	Accounting I	(3)
BUS 16	Accounting II	(3)
BUS 130	Business Finance	(3)
BUS 185	Business Management	(3)
BUS 192	Business Policy and Ethics	(3)
BUS 111	Management of Health Services	(3)

Total units in Business — 21

Plus general studies requirements and electives totaling 129 semester units.

History

The student who majors in history examines and analyzes the heritage of the recorded past in an effort to better understand and evaluate events and developments of the present. Emphasis is placed on American, European, and non-Western civilizations.

Other options are offered in the closely-allied area majors offered in Social Science with emphasis in hispanic studies, history, political science, public administration and sociology.

It is possible to have history and American Studies as a double major. See American Studies. Such a combination is highly desirable and very useful, combining as it does with the general major, a specialized study of the character and developing trends of American society.

Information for Majors in History.
Students must maintain average or above-average grades in all courses in the major.

The B.A. Degree With a Major in History

Preparation

HIS 1AB	Western Civilization	(3-3)
POL 1	American Government	(3)
or		
POL 10	Political Concepts	(3)

Recommended

HIS 25	Cultural and Historical Geography	(3)

Requirements

Ten upper division courses including:

HIS 101	Writing of History	(3)
HIS 198	Historiography	(3)
or		
INT 180	Seminar in Ideas and Culture	(3)
	Three courses in U.S. history	(9)
	Three courses in European history	(9)
	Two courses selected from the history of other areas	(6)

Total units in history — 39

Plus general studies requirements and electives totaling 129 semester units.

The Minor in History

HIS 1AB	Western Civilization	(3-3)
HIS 101	Writing of History	(3)

Two upper division courses in U.S. history

Three upper division courses in the history of other areas

Home Economics

The fundamental sociological unit of study in Home Economics is the family. The major focuses on the interaction of individuals with their environment and with each other and on how the quality of life may be improved for all people. The Home Economics major together with the completion of requirements for the California teaching credential (single subject) qualifies graduates to teach home economics subjects in elementary and secondary schools (K-12). The major may also be combined with courses from other disciplines to meet the individual needs of students. Depending upon

their academic preparation, graduates may find employment with various types of community agencies or continue their study on the graduate level.

B.S. Degree with a Major in Home Economics

Preparation

ART 2	Design I	(3)
BIO 1A	Biological Dynamics: Basic Concepts	(2)

plus *one* of these:

BIO 1B	The Microbial World	(1)
BIO 1C	Human Physiology	(1)
BIO 1D	The Environment	(2)
CHE 2	Chemistry of Life	(3)
CST 2/102	Consumer Issues	(3)
CST 6	Food Study	(3)
CST 21	Clothing Construction	(3)
PHS 1	Scientific Concepts	(3)
PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)
SPE 10	Public Speaking	(3)
SPR 18	Career Planning Seminar	(1)

Requirements

CST 10/110	Human Nutrition	(3)
CST 24	Textiles for Consumers	(3)
CST 40/140	Management of Personal and Family Resources	(3)
CST 108	Meals, Money, and Markets	(3)
CST 120	Clothing Selection	(3)
CST 154	Housing	(3)
CST 180	Merchandising: Demonstration and Display	(3)
CST 194	Seminar: Business and Consumer Studies	(3)
PSY 12	Developmental Psychology	(3)
SOC 104	The Family	(3)

Additional Requirements for California Teaching Credential

BIO 10	Health Science	(3)
EDU 101	Perspectives in Education	(1)
EDU 124	Diagnosis and Prescription	(1)
EDU 125A	Secondary Curriculum	(3)
EDU 125B	Emerging Trends in Education	(2)
EDU 125C	Reading: Secondary	(3)
EDU 125D	Secondary Methods	(2)
EDU 126A	Supervised Teaching	(12)
PSY 123	The Adolescent and the Learning Process	(3)
CST 198	Methods in Teaching Home Economics	(3)

Total units in consumer studies — 33

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Home Economics

A minimum of 21 units selected from consumer studies offerings. Students should arrange their total programs with the department chairman. Because of the variety of careers to which such programs may lead, the choice of courses is flexible.

Human Services Program

The Human Services Program is designed to reflect opportunities for career development particularly suited to today's needs. It combines professional skills with a philosophy of concern. Based in a liberal arts setting, it provides a broad view of human needs and how to respond with compassion. Courses enable graduates to work successfully in growing, vitally-needed and people-related professions offering interaction with others and excellent chances for advancement. Within the Human Services Program the following options are available:

A.A. degree in Physical Therapy Assistant
A.A. degree in Respiratory Therapy
A.A. degree in Medical Secretary
B.A. degree in Gerontology
B.S. degree in Health Services Administration
B.S. degree in Physical Therapy

Each of these options is listed alphabetically in this bulletin.

Mathematics

While offering students an opportunity to study mathematics as part of a liberal education, the mathematics major can also serve as preparation for work in mathematically-based fields such as the computer sciences or statistics, for secondary teaching, or for graduate study.

The B.A. Degree with a Major in Mathematics

Computer Science Emphasis

Preparation

MTH 3AB	Mathematical Analysis I	(3-3)
MTH 4AB	Mathematical Analysis II	(3-3)
MTH 9	Introduction to Computer processes	(3)
MTH 20	Advanced Programming	(3)

Students who can demonstrate their proficiency in any of the above courses may enroll in the next course in the sequence. Students who need further preparation in algebra and elementary functions should take MTH 1 College Algebra before MTH 3A.

Requirements

MTH 102	Advanced Calculus	(3)
MTH 103	Linear Algebra	(3)
MTH 105	Complex Analysis	(3)
MTH 111	Abstract Algebra	(3)
MTH 113	Probability and Statistics	(3)
MTH 128	Numerical Analysis	(3)
MTH 133	Systems Analysis and Operations Research	(3)
MTH 137	Information Systems Seminar	(3)

Total units in mathematics — 42

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Computer Science

Preparation

MTH 3AB	Mathematical Analysis I	(3-3)
MTH 9	Introduction to Computer Processes	(3)
MTH 20	Advanced Programming	(3)
MTH 38	Elements of Probability and Statistics	(3)
or		
MTH 113	Probability and Statistics	(3)

Requirements

Two upper division courses chosen in consultation with the student's adviser, from the following:

BUS 187	Management of a Data-based System	(3)
MTH 103	Linear Algebra	(3)
MTH 111	Abstract Algebra	(3)
MTH 113	Probability and Statistics	(3)
MTH 128	Numerical Analysis	(3)
MTH 133	Systems Analysis and Operations Research	(3)
MTH 137	Information Systems Seminar	(3)

Introduction to Computer Science

Students who want an introduction to computer science should take some or all of the following courses:

MTH 9 Introduction to Computer Processes (no prerequisite), MTH 19 Machine Language Programming (MTH 9 prerequisite), and MTH 20 Advanced Programming (MTH 9 prerequisite).

The Minor in Mathematics

A minimum of seven courses including:

MTH 3AB	Mathematical Analysis I	(3-3)
MTH 4A	Mathematical Analysis II	(3)
MTH 111	Abstract Algebra	(3)

Three additional upper division courses chosen in consultation with the department.

Music

The music major is a program combining individual instruction, solo and ensemble performance, with classroom study, discussions and lectures, all carefully designed to provide a wide range of musical learning and experience.

Two degrees are offered. The B.A. degree offers preparation in music for students desiring a thorough knowledge of music for teaching, research, performance, personal enjoyment, or cultural development. The total curriculum includes two-thirds of the studies in the liberal arts, and one-third in music.

The B.M. degree is a broad basic preparation for students intending a career in music as performing artists, conductors, composers, scholars, or teachers. The total curriculum includes one-third of the studies in the liberal arts, and two-thirds in music.

Students interested in music as an elective may participate in performance classes (chorus, orchestra, instrumental ensembles, piano, or voice class), or in the study of music as an art.

Requirements for admission as a music major or minor

1. Audition showing potential in the field of performance.
2. Theory examination for placement purposes.
3. Interview with chairman and other faculty members.
4. Recommendations which indicate enthusiasm, motivation, and interest.

The B.A. Degree With a Major in Music

Applied Music Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-1½)
MUS 8	Piano Class	(1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15	Applied Music — At least one unit every semester	
MUS 24/124	Musical Style Through the Ages	(3)
MUS 133	Music Analysis	(2)
MUS 139A	Instrumental conducting	(2)
MUS 140A	Choral Techniques	(2)

Requirements

MUS 115	Applied Music — at least 9 units Half-length recital	
MUS 122	Ensemble/coaching	(1)
or		
MUS 150	Accompanying	
MUS 141,142A, 143A, 144A	Music History Surveys — any two courses	(6)
MUS 151	Creative Teaching (piano, voice or instrumental)	(2)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 45

Plus general studies requirements and electives totaling 129 units.

The B.A. Degree With a Major in Music

Music Education Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)
MUS 8	Piano Class	(1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115	Applied Music — At least one unit every semester	
MUS 24/124	Musical Style Through the Ages	(3)
MUS 133	Music Analysis	(2)
MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral techniques	(2)

Requirements

MUS 7	Voice Class	(1)
MUS 26	Brass Instruments	(1)
MUS 27	Woodwind Instruments	(1)
MUS 28	Percussion Instruments	(1)
MUS 29	String Instruments	(1)
MUS 147A	Seminar in Music Education	(3)
MUS 147B	Seminar in Music Education	(3)
or		
MUS 147C	Seminar in Music Education	(3)

One course in music history chosen from

MUS 141, 142A, 143A, 144A (3)

Recommended supplementary courses: Minimum 3 units

MUS 116	Development of Jazz	(1-2)
MUS 162	Folk Music of Europe and America	(2)
MUS 166	Music in Non-Western Cultures	(2)

For special needs of the individual, the department may substitute other courses for these music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 45

Plus general studies requirements and electives totaling 129 units.

The B.A. Degree With a Major in Music

Music History Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)
MUS 8	Piano Class	(1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115	Applied Music — At least one unit every semester	
MUS 24/124	Musical Style Through the Ages	(3)
MUS 133	Music Analysis	(2)
MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)

Requirements

MUS 141, 142AB, 143AB, 144AB	Music History Surveys — any three courses	(12)
MUS 146C	Special Projects in Music	(3)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also *additional requirments for the B.A. and B.M. degrees.*

Total units in music — approximately 45

Plus general studies requirements and electives totaling 129 units.

The B.A. Degree With a Major in Music

Music Theory Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)
MUS 8	Piano Class	(1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115	Applied Music — At least one unit every semester	
MUS 24/124	Musical Style Through the Ages	(3)
MUS 133	Music Analysis	(2)
MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)

Requirements

MUS 2AB	Musicianship II	(3-1)
MUS 134A	Orchestration	(2)
MUS 136	Technique of Arranging	(2)
MUS 138	Advanced Musicianship	(2)
MUS 144A	Music History: Post Romantic and 20th Century	(3)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also *additional requirements for the B.A. and B.M. degrees*

Total units in music — approximately 45

Plus general studies requirements and electives totaling 129 units.

The Minor in Music

Prerequisites:

See requirements for admission as a music major or minor.

Requirements

A minimum of 21 units including:

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
or		
MUS 3AB	Creative and Theoretical Concepts of Music	(4)
MUS 5BC	Music Literature Repertoire	(3)
of		
MUS 24	Musical Style Through the Ages	(3)

The Bachelor of Music Degree

Church Music Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 2AB	Musicianship II	(3-1)
MUS 2CD	Musicianship II	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)
MUS 8	Piano Class	(1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115	Applied Music — each term	
MUS 105	Music Literature Repertoire — required each term in upper division	(½)
MUS 132A	Counterpoint	(2)
MUS 133	Music Analysis	(2)
MUS 134A	Orchestration	(2)
MUS 138	Advanced Musicianship	(2)
MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141	Music History: Ancient, Medieval, Early Renaissance	(3)
MUS 142AB	Music History: Renaissance and Baroque	(3-1)
MUS 143AB	Music History: Classical and Romantic	(3-1)
MUS 144AB	Music History: Post-Romantic and 20th Century	(3-1)

Requirements

*MUS 7	Voice Class	(1)
**MUS 9	Organ Class	(1)
MUS 110	Gregorian Chant	(2)
MUS 112	Music and Worship	(3)
MUS 136	Technique of Arranging	(2)
MUS 146D	Special Project in Music	(3)
MUS 157	Seminar in Church Music	(2)

*If voice is not principal instrument

**If organ is not principal instrument.

Every student must pass a proficiency test in his or her second instrument.

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 88

Plus general studies requirements and electives totaling 133 semester units.

The Bachelor of Music Degree

Music Education Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 2AB	Musicianship II	(3-1)
MUS 2CD	Musicianship II	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)
MUS 8	Piano Class	(1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115	Applied Music — each term	
MUS 105	Music Literature Repertoire — required each term in upper division	(½)
MUS 132A	Counterpoint	(2)
MUS 133	Music Analysis	(2)
MUS 134A	Orchestration	(2)
MUS 138	Advanced Musicianship	(2)
MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141	Music History: Ancient, Medieval, Early Renaissance	(3)
MUS 142AB	Music History: Renaissance and Baroque	(3-1)
MUS 143AB	Music History: Classical and Romantic	(3-1)
MUS 144AB	Music History: Post Romantic and 20th Century	(3-1)

Requirements

*MUS 7	Voice Class	(1)
MUS 26	Brass Instruments	(1)
MUS 27	Woodwind Instruments	(1)
MUS 28	Percussion Instruments	(1)
MUS 29	String Instruments	(1)
MUS 136	Technique of Arranging	(2)
MUS 146F	Special Projects in Music	(1-3)
MUS 147A	Seminar in Music Education	(3)
MUS 147B	Seminar in Music Education	(3)
or		
MUS 147C	Seminar in Music Education	(3)

One course from the following:

MUS 154	The Art of Teaching Choral Music	(2)
MUS 155	Teaching Music Theory	(2)
MUS 156	Teaching Music Literature	(2)

*If voice is not principal instrument. Every student must pass a proficiency test in voice if this is not his or her principal instrument.

Recommended supplementary courses: minimum 4 units

MUS 116	Development of Jazz	(1-2)
MUS 162	Folk Music of Europe and America	(2)
MUS 166	Music Cultures of the Non-Western World	(2)

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 88

Plus general studies requirements and electives totaling 133 semester units.

The Bachelor of Music Degree

Music History and Literature Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 2AB	Musicianship II	(3-1)
MUS 2CD	Musicianship II	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)
MUS 8	Piano Class	(1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115	Applied Music — each term	
MUS 105	Music Literature Repertoire — required each term in upper division	(½)
MUS 132A	Counterpoint	(2)
MUS 133	Music Analysis	(2)
MUS 134A	Orchestration	(2)
MUS 138	Advanced Musicianship	(2)
MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141	Music History: Ancient, Medieval, Early Renaissance	(3)
MUS 142AB	Music History: Renaissance and Baroque	(3-1)
MUS 143AB	Music History: Classical and Romantic	(3-1)
MUS 144AB	Music History: Post-Romantic and 20th Century	(3-1)

Requirements

MUS 145AB	Seminars in Music History and Literature	(3-3)
MUS 146C	Special Projects in Music	(3)
MUS 148	Collegium Musicum	(½-1)

Minimum of 4 units from the following

MUS 116	Development of Jazz	(1-2)
MUS 162	Folk Music of Europe and America	(2)
MUS 166	Music Cultures of the Non-Western World	(2)

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 88.

Plus general studies requirements and electives totaling 133 semester units.

The Bachelor of Music Degree

Performance Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 2AB	Musicianship II	(3-1)
MUS 2CD	Musicianship II	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)
MUS 8	Piano Class	(1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115	Applied Music — each term	
MUS 105	Music Literature Repertoire — required each term in upper division	(½)
MUS 132A	Counterpoint	(2)
MUS 133	Music Analysis	(2)
MUS 134A	Orchestration	(2)
MUS 138	Advanced Musicianship	(2)
MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141	Music History: Ancient, Medieval, Early Renaissance	(3)
MUS 142AB	Music History: Renaissance and Baroque	(3-1)
MUS 143AB	Music History: Classical and Romantic	(3-1)
MUS 144AB	Music History: Post Romantic and 20th Century	(3-1)

Requirements

MUS 111	Master Class Sessions in Interpretation (piano and voice students only)	(1)
MUS 122	Ensemble/Coaching	(1)
MUS 145	Seminar in Music History and Literature	(3)
MUS 146A	Special Projects in Music	(2)
or		
MUS 146B	Special Projects in Music	(1-3)
MUS 150	Accompanying (piano students only)	(1)

Voice students study two languages. One course in diction is recommended.

Half-length junior recital

Full-length senior recital

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 88

Plus general studies requirements and electives totaling 133 semester units.

The Bachelor of Music Degree

Theory and Composition Emphasis

Prerequisites:

See requirements for admission as a music major or minor.

Core Courses

MUS 1AB	Musicianship I	(3-1)
MUS 1CD	Musicianship I	(3-1)
MUS 2AB	Musicianship II	(3-1)
MUS 2CD	Musicianship II	(3-1)
MUS 5ABCD	Music Literature Repertoire	(½-1½-1½-½)
MUS 8	Piano Class	(1)

Required of all but keyboard majors. Every student must pass the piano proficiency examination before graduation. Only three units of piano class may be taken for credit.

MUS 15/115	Applied Music — each term	
MUS 105	Music Literature Repertoire — required each term in upper division	(½)
MUS 132A	Counterpoint	(2)
MUS 133	Music Analysis	(2)
MUS 134A	Orchestration	(2)
MUS 138	Advanced Musicianship	(2)
MUS 139A	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141	Music History: Ancient, Medieval, Early Renaissance	(3)
MUS 142AB	Music History: Renaissance and Baroque	(3-1)
MUS 143AB	Music History: Classical and Romantic	(3-1)
MUS 144AB	Music History: Post-Romantic and 20th Century	(3-1)

Requirements

MUS 26	Brass Instruments	(1)
MUS 27	Woodwind Instruments	(1)
MUS 28	Percussion Instruments	(1)
MUS 29	String Instruments	(1)
MUS 132B	Counterpoint	(2)
MUS 134B	Orchestration	(2)
MUS 135	Composition each term plus recital	(1-3)
MUS 136	Technique of Arranging	(2)
MUS 146E	Special Projects in Music	(3)

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also *additional requirements for the B.A. and B.M. degrees.*

Total units in music — approximately 88.

Plus general studies requirements and electives totaling 133 semester units.

Additional requirements for the B.A. and B.M. degrees

1. Attendance at department-sponsored recitals, concerts, lectures.
2. Participation in at least one major ensemble every semester.
3. Evidence of academic and musical maturity prior to admission to junior standing.
4. Participation as a performer in student recitals, coaching sessions, and jury examinations in major instrument.

Nursing

Baccalaureate Program

The baccalaureate degree program offers professional education in nursing based upon the Roy adaptation model of nursing. In the standard program two years of study are spent on the college campus pursuing liberal arts and pre-professional studies. During the last two years the student completes the courses of the nursing major, including clinical experience, as well as the remainder of the general studies requirements and electives.

Upon the completion of the degree requirements the graduate is eligible to take the California State Board examination for registered nurse (R.N.) licensure. The graduate is also qualified for the Public Health Nursing Certificate issued by the California Department of Public Health.

In compliance with California State law an optional three-year program is offered, in which the student completes all pre-nursing requirements in the freshman year, and then enters the two years of the nursing major. After the junior year she may take the California State Board examinations for the registered nurse (R.N.) licensure. The senior year is spent taking liberal arts requirements to qualify for the baccalaureate degree. Since this option involves certain academic and professional risks for the student, special counseling is offered before admission to this program. Additional information on this optional program may be obtained upon request.

Registered nurses enrolled in the baccalaureate program meet the same requirements as those for the basic nursing students. Ordinarily, for courses required by the Nursing Department, credit will be given only for those courses taken within the past fifteen years. Provision is made for R.N. students to receive credit for certain pre-professional and junior-year nursing courses through "challenge examinations." One summer course, NUR 100, Introduction to Professional Nursing, is a required course offered during the summer session preceding the senior year of clinical study. Information may be obtained by writing to the department of nursing.

For a description of the Associate Degree Program, see Doheny Campus programs.

Information for Majors in Nursing:

Admission to the Department of Nursing for enrollment in upper division nursing courses is determined by the Admission Committee of the department in the spring semester of the sophomore year. The committee acts after consideration of the student's personality, health, and aptitude for the nursing profession. A cumulative

grade-point average of at least 2.5 is required, as well as a satisfactory and consistent pattern of grades, showing a mastery of the natural and social sciences and the use of English.

Students who intend to major in nursing must have had two high school laboratory science courses, including chemistry and either physics or a biological science.

Nursing students are required to pass a basic math test before entrance into the clinical nursing program, and to complete an approved course in cardiopulmonary resuscitation.

A student who receives a D or F in any course listed under "Preparation" is responsible for repeating the course.

The faculty of the Department of Nursing have the right and the responsibility for judging and evaluating the quality of the student's achievement, both in the mastery of theoretical content and in clinical competence. If a student's level of clinical practice is unsatisfactory or unsafe, the student may be asked to withdrew before the end of the semester. In the event of unsatisfactory performance which could result in the student's disqualification, the student's record is reviewed by the entire team (first or second year) before a final evaluation is made and action taken.

Departmental policy statements regarding grading, mathematical competence, incompletes, probation, absences, disqualification, and readmission to the program are provided for the student at the beginning of the nursing major.

A student will bring a written report of a *chest X-Ray*, up-dated immunizations, and a *physical examination* done in the late spring or summer preceding the first clinical assignment, and another before beginning the second clinical year of the program.

During the clinical portion of the program, students must carry malpractice insurance obtained through the Student Nurse Association of California organization.

The B.S. Degree With a Major in Nursing

Preparation

BIO 3	General Microbiology	(4)
BIO 51AB	Human Physiology and Anatomy	(4-4)
CHE 1AB	General Chemistry	(4-4)
or		
CHE 2	Chemistry of Life	(3)
and		
PHS 1	Scientific Concepts	(3)
PHI 21	Moral Values and Ethical Decisions	(3)
PSY 1	General Psychology	(3)
PSY 2	Psychology of Communication	(2)
PSY 12	Developmental Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Recommended

PHI 168B	Bioethics	(2-3)
SPA 9A	Spanish for the Medical Worker	(3)

Requirements

NUR 5	Orientation to Nursing	(2)
NUR 120AB	Medical Science	(3-3)
NUR 121AB	Nursing Science	(8-9)
NUR 131AB	Nursing Theory	(2-2)
NUR 133AB	Nursing Practice	(10-10)
NUR 134AB	Issues in Health Care	(3-3)
CST 10/110	Human Nutrition	(3)
PSY 168	Abnormal Psychology	(3)

Total units in nursing — 55

Plus general studies requirements and electives totaling 129 semester units.

Philosophy

Philosophy endeavors to discover and evaluate insights into the meaning of man, knowledge, human thought, nature, values, and man's relationship to himself, to others, and to the transcendent.

This major serves as an excellent preparation for graduate study or a career in college teaching, law, religious studies, social sciences, or research.

The B.A. Degree with a Major in Philosophy

Preparation

PHI 5	Logic: Structures of Reasoning	(3)
PHI 15	Challenges in Philosophy	(3)
PHI 21	Moral Values and Ethical Decisions	(3)

Requirements

I. Ten upper division courses including:

PHI 150	Metaphysics	(3)
or		
PHI 152	Theory of Knowledge	(3)
PHI 168A	Contemporary Moral Problems	(3)

II. Two courses in history of philosophy:

PHI 24/124	Problems of Ancient Philosophy	(3)
PHI 125	Problems of Medieval Philosophy	(3)
PHI 126	Problems of Modern Philosophy	(3)

III. At least one course from each of the following groups:

A.	PHI 155	Symbolic Logic	(3)
	PHI 158	Philosophy of Science	(3)
B.	PHI 130	Existential Thinkers	(3)
	PHI 160	Philosophy of Religion	(3)
	PHI 170	Social and Political Philosophy	(3)
	PHI 174	Aesthetics	(3)
C.	PHI 128	Contemporary Analytic Philosophy	(3)
	PHI 134	American Thought	(3)
	PHI 136	Major Philosophers	(3)
		Three elective courses in Philosophy	(9)

Total units in Philosophy — 39

Plus General Studies requirements and electives totaling 129 semester units.

The Minor in Philosophy
A minimum of seven courses in philosophy approved by the department of philosophy.

Physical Therapy

The graduate of the Physical Therapy Program is trained both in rehabilitation skills and in the psychology of illness and aging. Through the combination of course work and clinical training, the student learns how to help the patient grow as a whole person despite physical limitations.

The Physical Therapy Program is designed in accordance with the guidelines of the American Physical Therapy Association and the American Medical Association Council on Medical Education.

The B.S. Degree with a Major in Physical Therapy

Preparation

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1B	Biological Dynamics: Microbial World	(1)
BIO 3	General Microbiology	(4)
BIO 51AB	Human Physiology and Anatomy	(4-4)
BIO 60	Introduction to Physical Therapy	(3)

Plus courses in chemistry, mathematics, physics

Requirements – Human Services Core

ART 46	Art as Therapy	(3)
or		
MUS 64/164	Music and Life	(3)
BIO 50/150	Biology of Aging	(3)
HSP 194	Gerontology Seminar	(2)
HSP 196	Thanatology Seminar	(3)
PHI 168B	Bioethics	(3)
PSY 1	General Psychology	(3)
PSY 127	Psychology of Development and Aging	(3)
PSY 133	Psychology of Disability and Adjustment	(3)
PSY 168	Abnormal Psychology	(3)
RST 78/178	Death and Dying: Religious Aspects	(3)
SOC 5	Sociological Perspectives	(3)
SOC 189ABC	The Sociology of Aging	(1-1-1)

Requirements – Physical Therapy

Ten upper division courses, including:

BIO 154AB	Medical Lectures for Physical Therapists	(2-2)
BIO 155	Physical Therapy Procedures I	(3)
BIO 156	Physical Therapy Procedures II	(3)
BIO 157	Physical Therapy Procedures III	(3)
BIO 158AB	Applied Anatomy and Physiology for Physical Therapists	(3-3)
BIO 160	Clinical Neurophysiology	(3)
BIO 162	Administrative Organization	(2)
BIO 163	Seminar in Physical Therapy	(2)
BIO 169AB	Clinical Internship	(0-0)

Recommended

BIO 120	Human Embryology	(4)
BIO 130	Genetics	(3)
CHE 5A	Elementary Organic Chemistry	(4)
CHE 7	Elementary Biochemistry	(4)
PHI 168CDE	The Individual and the Common Good	(1-1-1)
PSY 109	Movement Psychology	(3)
PSY 125	Introduction to Counseling	(3)
SOC 137	Culture and Personality	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 190	Social Change	(3)

Majors must obtain a grade of C or higher in all major courses.

Total units in Biological Sciences — 44

Total units in Human Services Core — 35

Plus general studies requirements an electives totaling 129 semester units.

Political Science

The student who is majoring in political science investigates political theory, institutions, international relations, comparative politics, public administration and public law as they relate to historical developments and to the political world as it is now. A maximum choice is allowed so that the major can be designed according to the dominant interests of the student.

Information for Majors in Political Science.
Majors must maintain average or above-average grades in all major courses.

The B.A. Degree With a Major in Political Science

Preparation

POL 10	Political Concepts	(3)
HIS 1B	Western Civilization	(3)

Recommended

HIS 7A-I	American Civilization	(9)

Requirements

—	Ten upper division courses in political science	(30)

Total units in political science — 36

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Political Science
A minimum of six courses in political science including POL 10 and five upper division courses approved by the department chairperson.

Pre-Law Program

An undergraduate major in the social sciences or humanities is the preferred preparation for legal study. The major program should be supplemented with other courses designed to develop the analytical and expository skills requisite for the study of law. The Pre-Law Advisement Program identifies potential law students early in their undergraduate education and assists them to plan courses of study suited to the rigorous demands of the profession.

The B.A. Degree and the Pre-Law Program

Required:

Completion of a major in social sciences or humanities.

Required supplementary courses:

BUS 15	Accounting	(3)
PHI 5	Logic: Structures of Reasoning	(3)
PHI 155	Symbolic Logic	(3)

Strongly recommended:

BUS 105	Business Law	(3)
PHI 152	Theory of Knowledge	(3)
PHI 168A	Contemporary Moral Problems	(3)
POL 108	American Constitutional Law	(3)
SPE 13/113	Oral Argument	(3)

One course in computer processes using Fortran IV language.

Plus general studies requirements and electives totaling 129 semester units.

Psychobiology

Area Major: Psychology and Biology

The major in psychobiology examines the relationships between the biological makeup of the human person in such areas as personality, behavior, knowledge, health, and personal goals.

The B.A. or B.S. Degree With a Major in Psychobiology

Preparation

BIO 1A	Biological Dynamics: Basic Concepts	(2)
BIO 1C	Biological Dynamics:Basic Human Physiology	(1)
CHE 2	Chemistry of Life	(3)
MTH 38	Elements of Probability and Statistics	(3)
PHI 158	Philosophy of Science	(3)
PSY 1	General Psychology	(3)

Requirements

Twelve upper division courses in biology and psychology — five to seven courses in each field, including the following:

BIO 118	Endocrinology	(4)
PSY 106	Experimental Psychology	(3)
PSY 152	Physiological Psychology	(3)

Recommended Courses

Biological Sciences:

BIO 131	Human Sexuality	(3)
BIO 10	Health Science	(3)
BIO 120	Human Embryology	(4)
BIO 130	Genetics	(3)
BIO 151A	Cellular Physiology	(4)
BIO 151B	Medical Physiology	(4)
BIO 187	Selected Topics in Biology	(1-3)
BIO 199	Independent Study	(1-3)

Psychology:

PSY 12	Developmental Psychology	(3)
PSY 134	Learning	(3)
PSY 145	Social Psychology	(3)
PSY 168	Abnormal Psychology	(3)
PSY 192	Clinical Practicum	(3)
PSY 199A	Special Problems	(1-3)
PSY 199B	Special Problems	(1-3)

Total units in psychology and biological sciences — 42-45

Plus general studies requirements and electives totaling 129 semester hours.

Psychology

The major in Psychology is concerned with the scientific study of human behavior and experience as a means for understanding oneself and others in the broad context of human society. Focus is on personality, learning, motivation, and perception as interacting human processes.

The B.A. Degree With a Major in Psychology

Preparation

PSY 1	General Psychology	(3)
PSY 40	Statistics	(3)

Requirements

Nine upper division courses including:

PSY 106	Experimental Psychology	(3)
PSY 132	Personality	(3)
PSY 134	Learning	(3)
PSY 145	Social Psychology	(3)
PSY 152	Physiological Psychology	(3)
PSY 192	Clinical Practicum	(3)

Majors must obtain a grade of C or higher in all psychology courses.

Total units in psychology — 33

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Psychology

A minimum of 18 units approved by the department. At least four upper division courses.

Religious Studies

The Department of Religious Studies makes available to the student a broad choice of courses in Scripture, Christian Tradition and the relationship of Religion to Human Experience and Culture. It considers the study of religion basic to a liberal education and to the goals of a Catholic college. The major in Religious Studies prepares a student for graduate work in this field and/or for various ministries.

The B.A. Degree with a Major in Religious Studies

Preparation

RST 4	Introduction to the Hebrew Scriptures	(3)
RST 5	Introduction to the Christian Scriptures	(3)
	One lower division elective in religious studies	(3)

Requirements

RST 180	Practicum	(1)
RST 185	Senior Seminar	(3)

Eight additional upper division courses selected in consultation with department adviser. Selections may be made from religious studies offerings or from courses approved for such credit by the department. Total program should represent a balance of the following areas, with at least two courses from each area:

1. Hebrew and Christian Scriptures
2. Christian Tradition
3. Religion, human experience and culture

Majors must maintain a C or better in all courses taken for religious studies credit.

Total units in religious studies — 37

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Religious Studies

A minimum of 21 units selected in consultation with the department adviser.

Social Science

The Social Science major is an expanded area major with a choice of five emphases; hispanic civilization, history, political science, public administration, and sociology.

The variations within the major make it possible for the student to direct her studies into particular areas of interest. A core of studies is directed toward fiscal problems, employment, technology, societal roles, ecology, and the general strategy of government.

The B.A. Degree With a Major in Social Science

Hispanic Civilization Emphasis

Preparation

HIS 1AB	Western Civilization	(3-3)
SPA 25AB	Advanced Spanish Grammar or its equivalent	(2-2)
—	Six lower division units in history or in the Culture and Civilization series	(6)

Requirements

SPA 112AB	Introduction to the Study of Spanish Literature	(3-3)
HIS 162AB	History and Civilization of Latin America	(3-3)

18 units from the following elective courses or approved substitutes:

SPA 42/142	History and Civilization of Spain	(3)
SPA 109	Stylistics and Composition	(3)
SPA 115	Applied Linguistics	(3)
SPA 118	Historical Grammar	(3)
SPA 123	Literary Expression of Medieval Thought	(3)
SPA 124	Golden Age Literature	(3)
SPA 130	19th Century Spanish Literature	(3)
SPA 132	Studies in the Generation of 1898	(3)
SPA 135	Peninsular Literature of the 20th Century	(3)
SPA 140	The "Modernista" Poets	(3)
SPA 141	The Spanish-American Novel from 1910 to the Present	(3)
SPA 143	The Spanish-American Short Story	(3)
SPA 190	Special Studies	(3)
HIS 125	Cultural and Historical Geography	(3)
HIS 160	Social History of Spain	(3)
HIS 165A	Latin American Culture	(3)
HIS 165B	The Spanish-Speaking in the United States	(3)
HIS 193	Studies in Selected Historical Topics	(3)

Total units in history, Spanish — 46

Plus general studies requirements and electives totaling 129 semester units.

The B.A. Degree With a Major in Social Science

History Emphasis

Preparation

HIS 1AB	Western Civilization	(3-3)
POL 1	American Government and Institutions	(3)
or		
POL 10	Political Concepts	(3)

Recommended

ECO 1	Economics I (Microeconomics)	(3)
or		
ECO 2	Economics II (Macroeconomics)	(3)

Two modules from

HIS 7ABCDEFGHI	American Civilization	(2)
HIS 25	Cultural and Historical Geography	(3)

Requirements

Ten upper division courses including:

HIS 101	Writing of History	(3)
—	Two-course sequence in American history	(6)
—	Two-course sequence in European history	(6)
—	Three upper division courses in economics, political science, or sociology	(9)

Total units in social science — 39

Plus general studies requirements and electives totaling 129 semester units.

The B.A. Degree With a Major in Social Science

Political Science Emphasis

Preparation

HIS 1AB	Western Civilization	(3-3)
POL 10	Political Concepts	(3)

Recommended

HIS 7ABCDEFGHI	American Civilization	(9)

Requirements

—	Seven upper division courses in political science	(21)
—	Three upper division courses in history or economics or sociology	(9)

Total units in major courses — 36

Plus general Studies requirements and electives totaling 129 semester units.

The B.A. Degree With a Major in Social Science

Public Administration Emphasis

Preparation

POL 1	American Government and Institutions	(3)
or		
HIS 76	American Democratic Republic	(3)
POL 10	Political Concepts	(3)

Recommended

BUS 115	Accounting I	(3)
ECO 1	Economics I (Microeconomics)	(3)
or		
ECO 2	Economics II (Macroeconomics)	(3)

Requirements

POL 185	Public Personnel Administration	(3)
POL 186	Introduction to Public Administration	(3)
POL 187	Organizational Theory and Governmental Management	(3)
POL 191	Internship in Government Service	(3)

Eighteen units from the following courses:

ECO 131	Public Finance	(3)
MTH 109	Introduction to Computer Processes	(3)
MTH 138	Elements of Probability and Statistics	(3)
POL 102	Comparative Politics	(3)
POL 107	Political Economics	(3)
POL 108	American Constitutional Law	(3)
POL 134	International Organization	(3)
POL 170	American Party Politics	(3)
or		
POL 175	Selected Topics in the American Political Structure	(3)
POL 180	State and Local Government	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)

Total units in social science — 36

Plus general studies requirements and electives totaling 129 semester units.

The B.A. Degree With a Major in Social Science

Sociology Emphasis

Preparation

ANT 2	Cultural Anthropology	(3)
MTH 38	Elements of Probability and Statistics	(3)
POL 10	Political Concepts	(3)
PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Requirements

Six upper division courses in Sociology including:

SOC 117	Research Methods in the Social Sciences	(3)
SOC 145	Social Psychology	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 165	Development of Social Thought	(3)
or		
SOC 166	Contemporary Sociological Theory	(3)

Three upper division courses in economics, history, or political science

Total units in social science — 42

Plus general studies requirements and electives totaling 129 semester units.

Sociology

The major in sociology is basically a study of people as they live together in groups. Sociologists in the past have contributed important information and insights to discussions of urbanism, education, the racial situation, and legislation to prevent poverty and to eliminate crime. By inquiring into the structure and dynamics of modern society, the student develops a capacity for viewing our changing social world objectively, critically, and creatively.

The B.A. Degree With a Major in Sociology

Preparation

ANT 2	Cultural Anthropology	(3)
MTH 38	Elements of Probability and Statistics	(3)
POL 1	Political Concepts	(3)
PSY 1	General Psychology	(3)

Requirements

SOC 104	The Family	(3)
or		
SOC 195	Sociology of Religion	(3)
SOC 110	Deviant Behavior: Juvenile Delinquency	(3)
or		
SOC 111	Deviant Behavior: Criminology	(3)
SOC 117	Research Methods	(3)
SOC 145	Social Psychology	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 165	Development of Social Thought	(3)
OSC 166	Contemporary Sociological Theory	(3)
SOC 175	Urban Sociology	(3)
—	Plus any two other upper division courses	(6)

Total units in Sociology — 36

Plus general studies requirements and electives totaling 129 semester units.

The Minor in Sociology

A minimum of seven courses in sociology, including:

SOC 5	Sociological Perspectives

One course in sociological theory
One course in research methods

Spanish

The major in Spanish is a comprehensive program leading to a proficiency in speaking, reading, and writing Spanish, and to a deepening of the humanistic spirit through understanding the ideas and ways of life of the Spanish-speaking nations. It offers preparation for teaching, research, graduate study, and travel.

See also the M.A.T. degree program with a major in Spanish offered at the Doheny Campus, graduate division.

Admission to a major in the Department of Foreign Languages is determined by the department when the student applies in the spring of her sophomore year. A grade point average of 2.5 in courses in foreign language is required.

The B.A. Degree With a Major in Spanish

Preparation

SPA 4AB	Intermediate Spanish May be challenged by examination	(3-3)
SPA 8	Phonetics and Conversation	(3)
SPA 25AB	Advanced Grammar	(2-2)
SPA 42/142	History and Civilization of Spain	(3)

Requirements

SPA 109	Stylistics and Composition	(3)
SPA 112AB	Introduction to the Study of Literature	(3-3)
—	One course in the golden age	(3)
—	One course in the contemporary period	(3)
—	Two upper division literature courses	(6)
—	One upper division course chosen from Literature, civilization of Spanish-America, linguistics	(3)
SPA 191	Senior Thesis	(1)

Total upper division units in Spanish — 25

Plus general studies requirements and electives totaling 129 semester units.

The B.A. Degree With a Major in Spanish

Spanish Studies Emphasis

Preparation

SPA 4AB	Intermediate Spanish or approved alternate	(3-3)
SPA 8	Phonetics and Conversation	(3)

Requirements

SPA 109	Stylistics and Composition	(3)
SPA 112AB	Introduction to the Study of Spanish Literature	(3-3)
SPA 115	Applied Linguistics	(3)
SPA 125AB	Advanced Grammar	(3-3)
SPA 142	History and Civilization of Spain	(3)
—	One upper division course chosen from hispanic language, literature, civilization, study-travel, or an approved related area course	(3)
SPA 191	Senior Thesis	(1)

Total upper division units in Spanish — 25

Plus general studies requirements and electives totaling 129 semester units.

The B.A. Degree With a Major in Spanish (Doheny Campus)

For native speakers of Spanish who hold a "Bachillerato" or equivalent.

Requirements

SPA 109	Advanced Composition — May be taken by examination	(3)
SPA 142	History and Civilization of Spain	(3)
SPA 147	Literary Analysis	(3)
—	One course in the golden age	(3)
—	One course in the contemporary period	(3)
—	Two upper division literature courses	(6)
—	One upper division course chosen from literature or linguistics	(3)

A course in morphology and syntax is strongly recommended.

Total upper division units in Spanish — 24

Plus general studies requirements (or equivalents) and electives totaling 129 semester units.

The Minor in Spanish

Minimum requirements:

SPA 4AB	Intermediate Spanish — May be challenged by examination	(3-3)
SPA 8	Phonetics and Conversation	(3)
SPA 25AB	Advanced Grammar	(2-2)
SPA 42	History and Civilization of Spain	(3)
SPA 109	Stylistics and Composition	(3)
	Two upper division courses	(6)

Teacher Education Program

The Department of Education is accredited to recommend students for California Teaching Credentials in both the Multiple Subject (elementary teaching) and the Single Subject (secondary teaching). Either of these credentials may be obtained in a four-year baccalaureate degree program. When the student has completed the Diversified or Single Subject major, the professional courses, including supervised teaching, and any other requirements of the college for the baccalaureate degree, a Preliminary Credential can be obtained.

The Preliminary Credential is valid for five years. Within these five years, a fifth year of approximately thirty semester hours and a minimum of two years of teaching experience in California must be completed to qualify for a Life Credential.

The fifth year program to fulfill these requirements is defined at Mount St. Mary's College as an approved program of thirty semester hours of postbaccalaureate work.

The fifth year of study may be used to complete a Master's Degree in a particular subject, or to qualify for the

1. Administrative Services Credential
2. Bilingual/Cross-Cultural Specialist Credential
3. Early Childhood Specialist Instructional Credential
4. Pupil Personnel Services Credential
5. Special Education Specialist Credential (Learning Handicapped)

The Department of Education also offers the Master of Science Degree in Education with concentrations in various areas. (See Graduate Division.)

The B.S. Degree and the Teacher Education Program

Admission to the Program

Students wishing to enter the teacher education program should make application in writing no later than the beginning of the first semester of the sophomore year.

A screening committee made up of members of the Department of Education will review the data submitted by the student. The information should give evidence of the following:

1. Completion of the application form for the teacher preparation program, with statements affirming the moral character of the student.
2. A pattern of academic competence — a minimum GPA of 2.5 for multiple subject majors and 2.75 for single subject majors — documented by transcripts.
3. Good health sufficient for teaching. The health appraisal form from the Student Health Services will affirm this.
4. Competence in oral reading and speech. Examinations will be given by the English and Education Departments.
5. Completed recommendation forms from three faculty members evaluating the student's suitability for teaching.
6. At least twelfth grade mastery of the basic skills of reading, grammar, spelling, mathematics, and study skills. Comprehensive Tests of Basic Skills will be administered in October each year.
7. Interview by at least two members of the Education Department to determine professional aptitude, goal-intent, and personal qualifications.
8. Prior experience with children and youth groups through volunteer tutorial programs or community action courses for credit and monitored experiences in required courses: SOC 5, Sociological Perspectives, ENG 134, Children's Literature, EDU 101, Perspectives in Education.

The Multiple Subject Credential (Elementary Teaching)

The Muiltiple Subject Credential candidate must fulfill the California requirement of either passing a subject matter examination OR completing the college-approved program for the Diversified Major.

Requirements for the Multiple Subject Credential:

1. Admission to teacher education program.
2. Completion of a Diversified Major. (See diversified Major, p. 43)
3. Professional education courses as designated in the college-approved program including the teaching of reading prior to Supervised Teaching.
4. Twelve units in Supervised Teaching. Consult the Education Department.
5. A minimum scholastic average of 2.50 must be maintained to remain in credential status.

6. A fifth year of postgraduate study which must be completed within five years.
7. Candidates for this credential must consult the credential advisor each semester before filing course cards.

For further information see the B.A. degree and the diversified major.

The Single Subject Credential (Secondary Teaching)

The Single Subject Credential candidate must fulfill the California requirement of either passing a subject matter examination OR completing the college-approved program for the Single Subject Major.

Requirements for the Single Subject Credential:

1. Admission to the teacher education program.
2. Completion of a Single Subject Major.
3. Professional education courses as designated in the college-approved program, including teaching of reading.
4. A minimum scholastic average of 2.75 to remain in credential status.
5. Twelve units in supervised teaching.
6. A fifth year of postgraduate study which must be completed within five years.
7. Consultation with the department and with the credential advisor each semester before filing course cards.

Students in the Education Department fulfill the state requirement in American History and Institutions for all credentials by satisfying the Contemporary Political Experience (CPE) requirement. (See p. 29.)

Equivalence Options

Options to meet equivalence for supervised teaching for those candidates who are admitted to Mount St. Mary's College Approved Programs:

Option I: Designed for teachers in schools too remote for effective supervision by the college coordinator and those who enter California to teach in public schools.

Requirements:

A. Two (2) years of full-time teaching experience appropriate to the credential.
B. Evaluations, using Mount St. Mary's College instruments, by the (1) principal and (2) supervisor or chairman for the last 2 years of full-time teaching.
C. Supervised teaching — summer school for 6 weeks, 4-6 units. This will be at a different grade level and with a different ethnic group where needed and possible.
D. A weekly seminar will be required.

Option II: School Site Evaluations

Requirements:

A. Two (2) years of full-time teaching experience appropriate to the credential.
B. Evaluations, using Mount St. Mary's College instruments, by the (1) principal and (2) supervisor or chairman for the last two years of full-time teaching.
C. Candidate is observed and evaluated by the college coordinator during a semester in the candidate's classroom with the principal's permission and cooperation. The school principal and/or chairman will be involved in the evaluation of the candidate's competency. 4-6 units.
D. Monthly seminars are required.

Graduate Degree Programs

Graduate Degree Programs

Mount St. Mary's College in Los Angeles offers to qualified men and women the following graduate degrees and programs:

The Master of Arts in Teaching with majors in History and Spanish.

The Master of Science in Education with concentrations in Administrative Studies, Bilingual/Cross-Cultural Studies, Individually Designed Program, Early Childhood Education, Pupil Personnel Services, and Special Education (Learning Handicapped).

The Graduate Certificate in Teaching English as a Second Language.

The Graduate Division also offers courses which qualify the student for the following:

California Teaching Credentials with specialization in Elementary Teaching (Multiple Subject Credential) and Secondary Teaching (Single-Subject Credential).

California Services and Specialist Credentials. Mount St. Mary's has approval from the Commission for Teacher Preparation and Licensing for the following programs:
— Administrative Services Credential
— The Bilingual/Cross-Cultural Specialist Credential
— Early Childhood Specialist Instructional Credential
— Pupil Personnel Services Credential
— Special Education Specialist Credential (Learning Handicapped)

These programs are designed to fulfill the fifth year requirement. For additional information, consult the Department of Education.

Application Procedures for Graduate Programs

A student who holds a bachelors degree or its equivalent from an accredited college or university is eligible to apply for admission. The student's previous academic record must give evidence of the ability and preparation necessary for successfully pursuing graduate study.

Procedure for admission:

The applicant forwards to the Graduate Office, (10 Chester Place, Los Angeles, CA 90007):

1. Application and application fee.
2. Medical Certificate
3. Three letters of recommendation from college instructors (one may be from an active administrator) who have had ample opportunity to judge the applicant's academic qualifications.
4. Two official transcripts of all previous college work, both undergraduate and graduate, sent directly by the particular institutions.
5. Foreign students must present evidence of proficiency in oral and written English by TOEFL scores of 550 or better or satisfactory completion of the ninth level at an ELS Language Center.
   In addition, foreign students must submit an English translation of their official college transcripts including the following information: descriptive titles of courses studied (i.e. European History, Inorganic Chemistry), the number of lecture hours and laboratory hours per week devoted to each course, the number of weeks of lecture and laboratory work in each course, and the grades earned with an explanation of the marking system.
   A statement guaranteeing financial support is also required.

Policies for admission:

1. Graduate Record Examinations (Aptitude and/or Area) may be required by the Graduate Dean/Department in special cases (degree programs only).
2. In the event that the applicant's undergraduate record does not include all the requisite courses or a satisfactory average, he may be obliged to take supplementary undergraduate work to fulfill the prerequisites of his major department.
3. Ordinarily, the applicant enrolls in the first semester of graduate work with conditional acceptance in the graduate division.
4. The applicant should arrange for a personal interview with the assigned graduate advisor in order to plan a program before registering for courses. Before registering each semester/summer, the applicant must obtain his advisor's signature on his course card.

Departmental Program Acceptance

Departmental program acceptance may be approved by the graduate dean after all requirements for admission are fulfilled, and after the applicant has successfully completed at least one graduate course at Mount St. Mary's College. Notice of admission to the program is sent directly to the applicant.

Admission to the graduate division or to the departmental program does not constitute advancement to candidacy for the masters degree.

Credential Status

Admission requirements for credential programs are the same as those for masters programs.

Candidacy

Students must be admitted to candidacy not later than one semester before the date of completion of the requirements for the degree. To be eligible for candidacy for masters degree, students must

1. Have been accepted into a departmental program.

2. Have completed a minimum of twenty-four semester units of graduate work or be in the final semester of study.
3. Had their thesis/research report topic, or examination areas (as required by the department) approved.

Written notice of the above approval and advancement to candidacy is sent to the student directly from the graduate office.

Application for Degree

Candidates for the masters degree must file a formal degree application in the graduate office. The final date for this application is published in the current graduate and extended day calendar.

Commencement

Candidates receiving degrees are expected to be present at commencement.

Continuing Education

A student who holds a bachelors degree from an accredited college or university is eligible to take courses at the Mount even without the intention of pursuing a graduate degree or credential. He may take either undergraduate courses in subjects of his special interest or graduate courses for which he is qualified.

The student should fill out an admission form at the time of his first registration at the Mount, at which time he will be assigned an advisor.

Students are expected to observe the prevailing standards of scholarship and attendance. If a student, after taking courses at the Mount, should later alter his decision and become an applicant for a degree, only that work may be accepted which satisfies the requirements of the program the student is entering, and which meets with the approval of the department and the graduate dean.

Foreign Students

In addition to the general requirements for admission to the graduate division, students from foreign countries are required to present evidence of proficiency in oral and written English and a guarantee of financial support during their period of study at Mount St. Mary's College. Further details will be found in *Information for Prospective Students from Other Countries* which will be sent from the graduate office upon request.

Academic Policies

The Graduate Council has general supervision over those rules and regulations of the college which concern graduate work and advanced degrees. It determines the qualifications for membership in the graduate division faculty and approves all graduate programs.

Responsibility for complying at the proper time with regulations and procedures rests with the student. The written authorization of the graduate dean is required for any exception to printed regulations. Since graduate degrees are awarded for scholarly accomplishment, any quantitative requirements of specific degree programs must be considered as minimum standards.

The student's program should be planned as an integrated area of study. The program will be directed by the professor in charge of graduate studies in the major department.

Residence and Time Limit

All courses toward the masters degree should ordinarily be taken in residence at Mount St. Mary's College. The minimum time of residence for the degree is three semesters, or one semester and three summer sessions, or two semesters and one summer session, or four summer sessions.

The degree must ordinarily be earned within five consecutive years or nine consecutive summer sessions. Credit will not be granted for work extending beyond these limits. Any term or summer session in which the student fails to register in the graduate division is included in these limits.

Students may work concurrently toward a masters degree and a credential. Such a combined objective will generally require more total credit hours and longer residence.

A leave of absence for a specified period of time may be obtained by petition. Forms are available in the Graduate Office. The granting of a leave of absence does not automatically change the time limit for completing the masters and/or credential programs.

Graduate Study in Summer Session

The graduate division offers summer session programs which will usually enable the student to complete his work for the masters degree in five summers. Graduate students in the summer session are subject to the same scholastic requirements as those in the regular academic year.

Credit Limit

The number of semester hours of work taken in the respective terms or summer sessions shall be determined by consultation with the departmental advisors. Students normally carry nine semester hours of graduate work during a regular term and six semester hours of graduate work during the summer session.

Course Numbers

While all of the work counted toward the masters degree must be of distinctly advanced character, not all the courses need be taken from the 200-level. With the approval of the graduate advisor in the major field, a

maximum of nine semester units of upper division courses suitable for a well-rounded program may be included provided that the student earns at least a B grade in them.

Grades

The grade point average for all work presented for an advanced degree must be at least 3.0 or B average. A required course in which an unsatisfactory grade has been received must be repeated.

The student's grade point average is computed according to this scale:

A, excellent, 4 grade points per unit
B, good, 3 grade points per unit
C, average, 2 grade points per unit
D, poor but passing, 1 grade point per unit
F, failure, 0 grade points per unit

The following grades are not computed in the GPA:
AU, audit
CR, C or better; credit given
I, incomplete
IP, deferred grading for graduate thesis, senior project, or undergraduate research work in progress.
NC, D or F; no credit given
W, withdrawn

Grading Policies

Credit/No Credit
CR/NC applies only to the Supervised Field Experience/Work in graduate programs.

Incomplete
An *Incomplete* is given only when a student:
1. has fulfilled the majority of the course requirements,
2. has a passing grade in the class work,
3. is prevented from completing the assigned work for serious reasons,
4. has consulted the instructor prior to the grading period, and the instructor has determined that the student can realistically complete the work within one semester.

An *Incomplete* will remain as such unless removed by the instructor within one semester. The *Incomplete* is ignored when computing the GPA.

An *Incomplete* can be extended beyond one semester only upon petition to the academic dean.

Repetition of courses with D/F/NC grades
Only courses for which D, F, and NC were assigned may be repeated for a higher grade/CR. Courses may be repeated only once. In cases of repeated courses, the units are counted once and the higher grade is computed in the GPA.

Withdrawal from Courses
The grade W indicates withdrawal from a course, according to the following policy:

Withdrawal (W) indicates that a student was permitted to withdraw from a class during the period scheduled on the college calendar with the approval of the instructor and advisor. After the scheduled date, petition to the Dean is required.

The W carries no connotation of quality of student performance and is not calculated in the grade point average. Students who do not officially withdraw receive a grade of F.

Credit by Examination

Credit for specific courses listed in the catalog will be given for satisfactory completion of examinations offered by the departments. Petition to take such examinations is made through the coordinator of the respective department. Forms for such petitions may be obtained from the Graduate Office.

Credit examinations will ordinarily be given only to students who have been admitted to a graduate program and have maintained a 3.0 GPA in at least one semester or six units of study at Mount St. Mary's College. After satisfactorily completing credit examinations, students will register and receive credit for the corresponding course(s). Only "credit" (i.e., no grade) will be given for passing these examinations; no record of failures on these examinations will appear on the transcript.

A maximum of nine units, which may be included in the twenty-four units of residency, may be earned by credit examinations.

Services and Specialist Credential Program Equivalency

Seminars are provided for those who have had courses/experiences which apply toward the Services or Specialist Credentials. Prior to enrollment, students must confer with the advisor of the specific credential area. At this time, they must present all documents (including transcripts) and verifications of experience.

Only "credit" (no grade nor units) will be given. Equivalency will be determined by (a) evaluation of past experience and course work, and (b) assessment of course content and demonstrated performance competency.

Please note: These seminars are available only to those who wish to meet the requirements of the *Services or Specialist Credentials.*

Transfer of Credit

A maximum of six semester hours of graduate work taken in a recognized graduate school prior to matriculation at Mount St. Mary's College is transferable provided that:
1. The transfer courses satisfy curriculum requirements at Mount St. Mary's College and a grade of "B" or better was earned;

2. the courses are transferred after program acceptance and prior to candidacy for the degree. The student may obtain Transfer of Credit forms from the graduate office;
3. Correspondence and extension courses are not transferable;
4. Courses must have been taken within five years of date on which the student was accepted in a Mount St. Mary's College graduate program.

Students once admitted to a graduate program are expected to pursue study only at Mount St. Mary's College. For credential students, the Ryan Act requires residency in one college program.

Probation

Failure to maintain a 3.0 GPA places the student on probation. A student on probation must achieve a GPA of 3.0 or higher during the next term in order to be readmitted to regular standing and may be required to take fewer units of work while on probation.

Dismissal

A student is subject to dismissal for failure to maintain a 3.0 GPA during probationary period. The graduate dean and/or the graduate coucil has the power to dismiss students and to suspend dismissal.

Withdrawal

Students who withdraw from a graduate program at any time must file a withdrawal notice in the graduate office.

Withdrawal from a course without authorization results in a grade of F.

Grievance Procedure

Copies of Mount St. Mary's College Graduate Student Grievance Procedure are available upon request at the graduate office.

Degree Programs

Master of Arts in Teaching

Eighteen semester hours of course work are required in one of the following major fields, 12 semester hours in Education, and an examination at the conclusion of the program.

Master of Arts in Teaching with a Major in History
Prerequisites:
An undergraduate major in history, or the equivalent, including
HIS 101 The Writing of History
HIS 198 Historiography
PSY 123 The Adolescent and the Learning Process
or an equivalent course.

Requirements:
1. HIS 293 Problems in Methods and Techniques in Teaching History and the Social Sciences, or the equivalent; 9 units of upper-division history specified by the department as acceptable toward the masters degree; two selections from graduate seminars, with the approval of the graduate advisor.
2. Completion of twelve semester hours of education selected from the M.S. in Education degree programs or from courses offered for the Services or Specialist Credentials.
3. A written examination, upon completion of course work, in an area not previously covered by course work, the preparation for which is largely on the student's own initiative. This examination may not be taken more than twice.

Master of Arts in Teaching with a Major in Spanish
Prerequisites:
An undergraduate major; methods of teaching Spanish; and PSY 123 — The Adolescent and the Learning Process, or an equivalent course.

Requirements:
1. SPA 115/215 Applied Linguistics: Spanish as a Second Language
   SPA 118/218 Historical Grammar: Spanish as a First Language
   SPA 147/247 Literary Analysis plus three graduate courses in Spanish.
2. Completion of 12 semester hours of education selected from the M.S. in Education degree programs or from courses offered for the Services or Specialist Credentials.
3. A written examination taken after completion of course work. This examination may not be taken more than twice.

Master of Science in Education

Thirty semester hours of graduate course work are required. These include the required core courses plus specialization in an area of concentration. A thesis or a masters seminar in the field of educational practice is also required.

Prerequisites:
A bachelors degree and a valid teaching credential or its equivalent (including 12 semester hours of upper division courses in education in the areas of educational psychology, foundations of education, and curriculum).
Required core courses for all areas of concentration: Nine semester hours including:

EDU 200	Methodology of Educational Research
EDU 214*	Philosophical and Historical Foundations of Education in the U.S. — Integrating Modern and Emerging Trends

EDU 295 Thesis Guidance
or
EDU 296 Masters Seminar

*(Students in Pupil Personnel Program substitute EDU 203 — Social Foundations of Education — for EDU 214.)

Areas of Concentration

1. *Administrative Studies*

Additional prerequisites:
One or two years of successful fulltime teaching experience and a GPA of 2.8 or better.

Courses:

A. Administration (of schools and/or pupil personnel services):
- EDU 205 Development and Evaluation of the Curriculum
- EDU 214 Philosophical and Historical Foundations
- EDU 215 Organization of School Systems — Legal and Financial Aspects
- EDU 216 Supervision of Instruction and Programs
- EDU 217 Administration of Schools and Personnel
- EDU 258 Sociological Aspects of Administrative Leadership
- EDU 263 Laws Relating to Schools and Youth
- EDU 298 Supervised Field Experience — Administration and Supervision

B. Supervision only (instruction and/or programs):
- EDU 205 Development and Evaluation of the Curriculum
- EDU 214 Philosophical and Historical Foundations
- EDU 215 Organization of School Systems — Legal and Financial Aspects
- EDU 216 Supervision of Instruction and Programs
- EDU 257 Seminar: Supervision of Instruction
- EDU 263 Laws Relating to Schools and Youth
- EDU 298 Supervised Field Experience — Administration and Supervision
- EDU 217 Administration of Schools and Personnel

or
- EDU 258 Sociological Aspects of Administrative Leadership

2. *Bilingual/Cross-Cultural Studies*

Additional prerequisite:
Screening for Spanish fluency.

Requirements:
- EDU 280 The Spanish-Speaking Learner: Development and Learning
- EDU 281 Implementing the Bilingual/Cross-Cultural Program
- EDU 282 Professional Practicum for the Bilingual/Cross-Cultural Specialist
- ENG 100/200 English Linguistics
- ENG 204 Comparative Bilingual Studies
- HIS 165A/265A Latin American Culture
- HIS 165B/265B The Spanish-Speaking in the United States
- SOC 125/225 Comparative Social Structures
- SOC 212 Contemporary Social Issues
- SPA 115/215 Applied Linguistics: Spanish as a Second Language
- SPA 118/218 Historical Grammar: Spanish as a First Language

3. *Early Childhood Education*

Requirements:
- EDU 216 Supervision of Instruction and Programs
- EDU 231 Introduction to Early Childhood Education
- EDU 232 Cognitive Processes for the Young Child
- EDU 233 Language Experience of the Young Child
- EDU 234 Techniques of Early Identification, Prevention and Remediation of Learning Problems
- EDU 235A Social and Scientific Discoveries of the Young Child
- EDU 235B Creative Expressions of the Young Child
- EDU 238 Seminar: Contemporary Problems in Early Childhood Education
- EDU 239 Professional Practicum for the Early Childhood Specialist
- EDU 272 Disturbances in Child Development

4. *Individually Designed Program (IDP)*

For those who wish to earn a Masters degree without a Services or Specialist Credential, this program is flexible and not structured into required course work.

The Individually Designed Program could focus on two areas of study and permit related courses in other than these two areas; could be centered around a core-career objective; could combine disciplines with educational theory; or could be so planned as to permit in-depth study in an area of special interest.

Qualified candidates, under the direction of a faculty committee and a program advisor, construct a cross-disciplinary program to meet their special interests or needs.

This student-faculty designed program must be approved by the Coordinator of Graduate Programs in Education and by the Dean of the Graduate Division.

Requirements:
In addition to the required core courses for the M.S. in Education degree, twenty-one units in course work are selected under the direction of a faculty committee and the program advisor. Fifteen to eighteen units must be in the field of Education. A Thesis or Seminar Report in the field of educational practice is required.

5. *Pupil Personnel Services*

Requirements:
A distribution of 21 units chosen from the list of courses required for the Pupil Personnel Services Credential, in consultation with the program advisor.

6. *Special Education (Learning Handicapped)*

Requirements:

EDU 216	Supervision of Instruction and Programs
EDU 270	Survey of Programs for Child with Exceptional Needs
EDU 271/PSY 271	Appraisal of Exceptional Children
EDU 272/PSY 272	Disturbances in Child Development
EDU 273/PSY 273	Development of Programs for Children with Specific Learning Abilities
EDU 274/PSY 274	Counseling and Guidance of Exceptional Children
EDU 275	Teaching of Language Arts for the Learning Handicapped
EDU 276	Teaching of Mathematics, Science and Social Science for the Learning Handicapped
EDU 277/PSY 277	Language and Speech Disorders
EDU 278	Supervised Teaching: Learning Handicapped

(15-18 units must be in education.) Students may work concurrently for a Specialist Credential while pursuing the Masters degree. In this case, more than 30 semester hours may be necessary to complete requirements for both the degree and the credential. See credential requirements.

Research Requirements

Candidates for the Master of Science in Education are required to present a thesis or to participate in a masters seminar in the field of educational practice.

Thesis

This thesis provides an opportunity for the student to obtain firsthand experience in research methods under competent direction. The thesis should be limited in scope and give evidence of the student's ability to organize knowledge, to analyze critically, and to present the results in a readable and accurate form according to Mount St. Mary's College regulations. A brief description of the topic and of the proposed method of investigation must accompany each topic presented for approval.

The candidate must present his complete thesis to his director not later than the date established in the current academic calendar. It must be approved by the director before being finally typed according to the prescribed form. Two copies must be filed in the graduate office on the date listed in the current calendar. Specific directions regarding the format and typing of theses may be obtained from the college bookstore.

Masters Seminar

When a student has completed a minimum of 24 units of graduate credit or when he has reached the last semester of course work, he may enroll in EDU 296 Masters Seminar. Specific directions regarding format and other requirements may be obtained from the seminar advisor. One copy of the completed work is to be approved by the seminar advisor who files it with the graduate office.

Credential Programs

The Department of Education is accredited to recommend students for California Teaching Credentials in both the Multiple Subject (elementary teaching) and Single Subject (secondary teaching). Either of these credentials may be obtained in a four-year baccalaureate degree program. When the student has completed the diversified or single subject major, the professional couses, including supervised teaching, and any other requirements of the college for the baccalaureate degree, a Preliminary Credential can be obtained. See Teacher Education Programs. This Preliminary Credential is valid for five years. Within these five years, a fifth year of approximately 30 semester hours is required for a clear credential. Five years of teaching experience, two of which must be in public school in California, must be completed to qualify for a life credential. This fifth year of study may be used to complete a masters degree in a subject matter area or to qualify for a Services or Specialist Credential.

Mount St. Mary's College offers the following credential programs, approved by the Commission for Teacher Preparation and Licensing.(See Application Procedures for Graduate Programs, page 61.

Services Credential: Administrative Services

Prerequisites for admission:

1. A bachelors degree with an acceptable major according to state regulations.
2. A valid teaching credential as specified in the Education Code; a Services Credential in Pupil Personnel Services for that career option.

3. A minimum grade point average of 2.8.
4. Verification of one to two years of successful teaching experience. For PPS Administration, additional three years of successful service in that field.
5. Recommendations from two active professional persons associated with the applicant within the past five years.

Courses:

1. Administration (of schools and/or pupil personnel services):

EDU 205	Development and Evaluation of the Curriculum
EDU 214	Philosophical and Historical Foundations
EDU 215	Organization of School Systems — Legal and Financial Aspects
EDU 216	Supervision of Instruction and Programs
EDU 217	Administration of Schools and Personnel
EDU 258	Sociological Aspects of Administrative Leadership
EDU 263	Laws Relating to Schools and Youth
EDU 298	Supervised Field Experience — Administration and Supervision

2. Supervision only (instruction and/or programs):

EDU 205	Development and Evaluation of the Curriculum
EDU 214	Philosophical and Historical Foundations
EDU 215	Organization of School Systems — Legal and Financial Aspects
EDU 216	Supervision of Instruction and Programs
EDU 257	Seminar: Supervision of Instruction
EDU 263	Laws Relating to Schools and Youth
EDU 298	Supervised Field Experience — Administration and Supervision.
EDU 217 OR EDU 258	Administration of Schools and Personnel / Sociological Aspects of Administrative Leadership

Specialist Credential:
Bilingual/Cross-Cultural Studies

Prerequisites for admission:

1. GPA 2.75 and a valid teaching credential (unless concurrently fulfilling requirements for a teaching credential).
2. Screening for Spanish fluency.

Required:

EDU 280	The Spanish Speaking Learner: Development and Learning
EDU 281	Implementing the Bilingual/Cross-Cultural Program
EDU 282	Professional Practicum for the Bilingual/Cross-Cultural Specialist
ENG 100/200	English Linguistics
ENG 204	Comparative Bilingual Studies
HIS 165A/265A	Latin American Cultures
HIS 165B/265B	The Spanish-Speaking Peoples of the United States
SOC 125/225	Comparative Social Structures
SOC 212	Contemporary Social Issues
SPA 115/215	Applied Linguistics: Spanish as a Second Language
SPA 118/218	Historical Grammar: Spanish as a First Language

Specialist Credential:
Early Childhood Education

Prerequisites for admission:
GPA 2.75 and a valid teaching credential (unless concurrently fulfilling requirements for a Multisubject Teaching Credential).

Required:

EDU 131/231	Introduction to Early Childhood Education
EDU 132/232	Cognitive Processes for the Young Child
EDU 133/233	Language Experience of the Young Child
EDU 134/234	Techniques of Early Identification, Prevention and Remediation of Learning Problems
EDU 216	Supervision and Instruction of Programs
EDU 235A	Social and Scientific Discoveries of the Young Child
EDU 235B	Creative Expressions of the Young Child
EDU 238	Seminar: Contemporary Problems in Early Childhood Education
EDU 239	Professional Practicum for Early Childhood Specialist
EDU 272	Disturbances in Child Development

Services Credential:
Pupil Personnel Services

Prerequisites for admission:
GPA 2.75 and a valid teaching credential

Required:

EDU 202	Psychological Foundations
EDU 203	Sociological Foundations
EDU 261	Education and Career Planning
EDU 262	Laws Relating to Schools
EDU 263	Pupil Personnel Services and Their Organization
EDU 269	Field Experience
EDU 270	Survey of Programs for Children with Exceptional Needs
PSY 224	Dynamics of Individual Behavior
PSY 225	Counseling: Theories and Procedures
PSY 230	Measurements: Theories and Procedures
PSY 235	Group Dynamics
SOC 261	Dynamics of Majority-Minority Relations

Specialist Credential: Special Education (Learning Handicapped)

Prerequisites for admission:
A valid teaching credential.

Required courses:

EDU 216	Supervision of Instruction and Programs
EDU 270	Survey of Programs for the Child with Exceptional Needs
EDU 271/PSY 271	Appraisal of Exceptional Children
EDU 272/PSY 272	Disturbances in Child Development
EDU 273/PSY 273	Development of Specific Learning Abilities
EDU 274/PSY 274	Counseling and Guidance of Exceptional Children
EDU 275	Teaching of Language Arts for the Learning Handicapped
EDU 276	Teaching Math., Science and Social Science for the Learning Handicapped
EDU 277/PSY 277	Language and Speech Disorders
EDU 278	Supervised Teaching: Learning Handicapped

(15-18 units must be in education.)

Graduate Certificate for Personnel in Catholic Schools

Co-sponsored by Mount St. Mary's College and the Department of Education, Archdiocese of Los Angeles

Requirements:

EDU 210C	Seminar: Contemporary Problems for Lay Faculty in the Catholic School	(3)
RST 232	The School as a Faith Community	(3)
RST 272	A Philosophy and History of Christian Education	(3)

Two additional graduate courses chosen from the areas of administration and supervision, curriculum, counseling and guidance, special education.

Graduate Certificate in Teaching English as a Second Language

A. *For non-native speakers of English*

Prerequisites:
1. ENG 104J, ENG 105J, ENG 106J, ENG 128J, ENG 129J.
2. Acceptance into Mount St. Mary's teacher preparation program.
3. Passing of a written and oral proficiency examination in English.

Requirements:
1. EDU 350J. Prerequisites: ENG 104J and passing of the English proficiency examination.
2. EDU 336 — Supervised Teaching: ESL — Elementary, or EDU 378 — Supervised Teaching: ESL — Secondary. Prerequisites: EDU 250J and approval of the Education and English Departments.
3. All courses required for the California Teaching Credential.

B. *For native speakers of English*

Prerequisites:
1. An acceptable undergraduate background in English language and literature.
2. Some foreign language study at the college level strongly recommended.
3. Acceptance into Mount St. Mary's teacher preparation program, or a valid California credential.

Requirements:
1. ENG 204. Prerequisite: ENG 101 or ENG 102/ENG 202.
2. EDU 351, Prerequisite: ENG 204.
3. EDU 336 — Supervised Teaching: ESL — Elementary or EDU 378 — Supervised Teaching: ESL — Secondary. Prerequisites: EDU 351 and the approval of the Education and English Departments.
4. All courses required for the California Teaching Credential.

Recommended courses in allied fields for both programs A and B: EDU 230AB, PSY 134, PSY 135, SOC 137, SOC 161/SOC 261.

Courses of Instruction

Designation of Credits and Courses

All credit is recorded in semester units. The standard course is equivalent to three semester units. The standard semester unit is equivalent to fifteen 50-minute periods, which is satisfied by thirteen 60-minute periods per term or the equivalent. The standard semester unit for a laboratory course is equivalent to forty-five 50-minute periods, which is satisfied by thirty-eight 60-minute periods per term or the equivalent.

Courses are numbered according to the following classifications:

Levels of instruction:

000-to 099-Lower division
100-to 199-Upper division
200-to 299-Graduate
300-to 399-Professional
340-to 349-Professional Credit Courses
(Any course identified as a Professional Credit Course may be submitted for equivalency evaluation to be applied to a credential or masters program.)

Fields of Study

AER	Aerospace
ANT	Anthropology
ART	Art
AST	American Studies
BIO	Biological Sciences
BUS	Business
CHE	Chemistry
CST	Consumer Studies
ECO	Economics
EDU	Education
ENG	English
ESL	English as a Second Language
EXT	Extension
FRE	French
GER	German
HIS	History
HSP	Human Services Program
INT	Interdisciplinary
ITA	Italian
JRN	Journalism
MTH	Mathematics
MUS	Music
NUR	Nursing
PED	Physical Education
PHI	Philosophy
PHY	Physics
PHS	Physical Science
POL	Political Science
PSY	Psychology
SOC	Sociology
RST	Religious Studies
SPA	Spanish
SPE	Speech
SPR	Special Programs

For courses offered any given term, consult the schedule of classes, which is distributed each term prior to registration.

The college reserves the right to cancel any course listed in the schedule of classes.

Aerospace

Courses offered as part of the Loyola-Marymount University Air Force ROTC Program.

AER 95AB The United States Air Force **(1-1)**
The study of the mission and organization of the United States Air Force.

AER 95CD Leadership Laboratory I, II **(0)**

AER 96AB Development of Air Power **(1-1)**

AER 96CD Leadership Laboratory III, IV **(0)**

AER 197AB American Defense Policy **(3-3)**
Prerequisites: AER 095ABCD; AER 096ABCD. Corequisitie: AER 197CD.

AER 197CD Leadership Laboratory V, VI **(0)**

AER 198CD Leadership Laboratory VII, VIII **(0)**

AER 198E Ground Instruction **(2)**
Preparation for flight.

American Studies

AST 172 Special Studies in American Civilization **(1-3)**
May be repeated for credit.

AST 174 Seminar in American Studies I **(3)**
This seminar will study certain "classic" texts about American culture from an interdisciplinary point of view. Works such as de Tocqueville's *Democracy in America,* Adam's *Education of Henry Adams,* Bradford's *Plymouth Plantation,* Hawthorne's *Scarlet Letter,* Melville's *Moby Dick,* and Faulkner's *Absalom, Absalom* will be discussed through the perspective of literary, philosophical, historical, sociological, political, and aesthetic disciplines. May be repeated for credit.

AST 175 Seminar in American Studies II **(3)**
This seminar is a study of a recurrent theme in American life from a variety of perspectives. Students will consider how the theme manifests itself in the art, literature, philosophy, history, and political and economic order of American society. The particular theme chosen for study will vary from year to year. May be repeated for credit.

Anthropology

ANT 2 Cultural Anthropology **(3)**
A study of the basic components of culture and social structure; the varied patterns whereby human needs are met in both primitive and modern societies; cultural change.

ANT 125 Comparative Societies **(3)**
See SOC 125.

ANT 137 Culture and Personality **(3)**
See SOC 137.

Art

ART 1 Drawing I (3)
Development of basic drawing skills. Emphasis on fundamentals of form, structure,and composition. Various black and white media are explored.

ART 2 Design I (3)
An investigation of the elements and principles of design through specific visual problems. Color theories are explored and subsequent interaction of color is studied through application.

ART 3/103 Three-Dimensional Design (3)
The study of design as applied to three-dimensional problems. Various materials and techniques will be explored. The development of skills in the handling of material, tools and equipment will be included.

ART 4/104 Painting I (3)
The development of skills relative to composition, color and other structural elements of painting. Primarily acrylic paint will be used although various materials can be considered. Building a stretcher bar and stretching canvas will be included.

ART 5/105 Fundamentals of Art (3)
Illustrated lecture through the use of slides and films on the development of art forms from historical periods through contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied.

ART 6/106 Design II (3)
The application of the elements and principles of design to further the development of creative ideas. Includes graphic processes and techniques. *Prerequisite: ART 2.*

ART 7/107 Modern Art Survey (3)
The aim of this course is to help students develop a greater aesthetic awareness through direct exposure to the visual arts. Emphasis on visits to artists' studios, major museums, and galleries.

ART 9/109 Fiber Arts I (3)
The development of design and visual concepts through the use of fiber and other related materials. Techniques of non-loom processes will be explored. *Prerequisite: ART 2 or permission of instructor.*

ART 10/110 Photography I (3)
A laboratory and theory course introducing techniques of shooting, developing, and printing. Students are expected to supply their own cameras.

ART 11/111 Printmaking I (Intaglio) (3)
A laboratory course involving intaglio, collagraph, and relief printing processes. Historical development and the aesthetic value of the print image will be considered. Creative experimentation with materials and technique is emphasized. *Prerequisites: ART 1 and ART 2.*

ART 12/112 Ceramics I (3)
Foundation course emphasizing wheel-thrown forms. The student will be introduced to all aspects of ceramic processes. Emphasis will be on personal development of visual concepts through the use of clay.

ART 20/120 Painting II (3)
Contemporary modes of painting will be explored and traditional approaches re-examined. Emphasis will be on the further development of skills and techniques. Various painting materials will be investigated. *Prerequisite: ART 4/104.*

ART 22/122 Figure Drawing II (3)
Drawing from life in various media, preceded by introductory anatomical studies. The accurate and creative use of the figure in composition will be an objective of the course. *Prerequisite: ART 1.*

ART 30AB/130AB Graphic Communication (3-3)
The development of visual ideas for the purpose of communication. A variety of techniques and graphic processes will be explored. Students will develop visual images relative to social, industrial and institutional concerns. *Prerequisites: ART 2 and ART 6/106.*

ART 45/145 Creative Art Experience (3)
The study of the child and environment in relation to art. Materials and ideas developed to stimulate personal expression in children.

ART 46/146 Art as Therapy (3)
Through the use of various techniques, this course will familiarize the student with the experiential and cultural dimensions of working in art with exceptional individuals who are physically or mentally handicapped.

ART 53/153 Serigraphy (3)
An introduction to silk screen printing. The study of techniques through the use of various stencils, chemicals, and photo-processes. The course will include building a printing unit.

ART 77/177 History of Art: Christian (3)
Explores the role of art in the evolution of Christian faith. Slide lecture.

ART 94/194 Study/Travel (1-6)

ART 99 Special Experience (3)
An individually designed course combining field experience with studio projects. May be repeated for credit.

ART 123 Ceramics II (3)
Handbuilding methods stressed in the designing, forming and glazing of individualized ceramic forms. Further techniques for improvement and development in the areas of decoration, glazing, kiln loading and firing will be introduced. *Prerequisite: ART 12/112.*

ART 125 Weaving I (3)
An introduction to materials and techniques of loom weaving. Emphasis will be on development of skills, understanding processes, and application of design concepts.

ART 131AB Rendering Techniques (3-3)
The experimentation and exploration of materials and techniques used in rendering. Various media, papers and tools will be utilized relative to appropriate application. Graphic presentation and illustrative treatment will be pursued as these techniques relate to the reproduction and graphic process. *Prerequisites: ART 1 and ART 2.*

ART 149 Sculpture I (3)
An introduction into basic sculpture processes and techniques. Emphasis on the creative development of three-dimensional form in space. Various materials will be explored. *Prerequisite: ART 3/103.*

ART 150 Photography II (3)
The further development of camera and darkroom techniques. Emphasis will be placed on the study and creative use of controlled lighting. *Prerequisite: ART 10/110.*

ART 151 Printmaking II (Lithography) (3)
Introduction to the graphic processes of lithography; work in black and white and color. Exploration of both traditional and contemporary techniques. *Prerequisite: ART 10/110.*

ART 154ABC Fiber Arts II (3)
The further development of fiber techniques as applied to sculptural form. Emphasis will be on individual growth and the development of visual concepts. A wide range of materials will be explored. *Prerequisite: ART 9/109.*

ART 155ABC Weaving II (3)
The further development of loom weaving processes. Emphasis will be on visual concepts explored through individual projects. Related fiber processes will be introduced. *Prerequisite: ART 125.*

ART 159ABC Sculpture II (3-3-3)
Advanced problems which encourage conceptual development and technical control. Individual direction and choice of materials are encouraged. *Prerequisite: ART 149.*

ART 160ABC Photography III (3-3-3)
The exploration of contemporary processes such as litho-breakdown, arbitrary color, photo-composites, and solarization. Personal direction and the development of photography as an art form will be emphasized. *Prerequisite: ART 150.*

ART 161ABC Printmaking III (3-3-3)
Coordination of individual problems in specific areas of printmaking. Techniques of photo-etching, photo-litho, and color printing. Personal direction will be encouraged. *Prerequisite: ART 151.*

ART 162ABC Ceramics III (3)
Increased emphasis on wheel-formed and handbuilt objects, glaze formulation and kiln supervision. Stresses further concepts of design, craftsmanship and development of personal standards of evaluation. Individual direction through selective problems will be encouraged. *Prerequisite: ART 123.*

ART 163ABC Drawing III (3-3-3)
Individual problems in drawing will be coordinated. Models will be available for further figure and life composition studies. Research of materials and techniques will be encouraged. *Prerequisite: ART 22/122.*

ART 167ABC Painting III (3-3-3)
Individual problems in painting will be coordinated. The development of related works and continued technical research will be emphasized. *Prerequisite: ART 20/120.*

ART 170 History of Art: Ancient to Medieval (3)
Illustrated lecture. Art from the prehistorical period to 1400 A.D., including Egypt, Greece, Rome, and the late middle ages. Relationships of painting, sculpture, and architecture to the social and cultural environment.

ART 171 History of Art: Renaissance to Romanticism (3)
Illustrated lecture. The arts in Europe from 1400 to 1850. Study of major styles and artists, including Michelangelo, Rubens, Rembrandt, Delacroix, and their relationship to their culture.

ART 172 History of Art: Modern World (3)
Illustrated lecture. Major art movements and personalities from 1850 to the present, including Impressionism, Cubism, Surrealism, the Mexican muralists, Abstract Expressionism, and current trends. Emphasis on the cultural trends which provide the visual and theoretical background of contemporary art.

ART 174 History of Art: Art of the United States (3)
Illustrated lecture. Survey of art produced in the United States from the colonial period to the present day. Traces the development of American tradition, European influence, and the relationship to the social and cultural environment.

ART 175 Critical Theories in the Visual Arts: Seminar (3)
A systematic approach to art theory, criticism and evaluation. Includes visits to museums, galleries, and exhibits. Lecture and discussion. *Prerequisite: Major or minor in art (upper division).*

ART 176 Portfolio Exhibition (3)
Open only to graduating seniors. Emphasis placed on professional readiness. All students must prepare a portfolio that will be shown. (B.F.A. Program only.)

ART 190 Workshop (1-3)
May be repeated for credit.

ART 191 Directed Readings (1-3)

ART 195 B.F.A. Studio (3)

ART 199 Independent Study (1-3)
Advanced individual problems. May be repeated for credit.

Biological Sciences

BIO 1A Biological Dynamics: Basic Concepts (10 weeks) (2)
Content is selected in a manner designed to illustrate the underlying logic of scientific investigation. Topics include theories of evolution, cellular structure and function, energy metabolism, and genetics, Laboratory experiences give students the opportunity to participate in a variety of the processes appropriate to science.

BIO 1B Biological Dyanmics: The Microbial World (3 weeks) (1)
An introduction to the microscopic organisms and how they affect the world of man. Laboratory. *Prerequisite BIO 1A.*

BIO 1C Biological Dynamics: Basic Human Physiology (4 weeks) (1)
An introduction to the integrating systems of the human body. Laboratory. *Prerequisite: BIO 1A.*

BIO 1D Biological Dynamics: The Environment (9 weeks) (2)
An introduction to the physical and biological factors that support community life systems. The ecological interrelationships of plants and animals will be examined. Laboratory/discussion. *Prerequisite: BIO 1A.*

BIO 2 Botany (3)
Study of plant biology including basic concepts of anatomy, morphology, taxonomy, genetics, and reproduction with phylogenetic relationships. Lecture 2 hrs., laboratory 3 hrs.

BIO 3/103 General Microbiology (4)
Basic principles of microbial growth and metabolism, morphology, taxonomy, pathogenicity, immunity and control. Microorganisms as agents of disease and normal inhabitants of man's environment. Techniques of isolation, cultivation and identification of these organisms. Lecture 3 hrs., laboratory 4 hrs.

BIO 4 Fundamentals of Biology (3)
An introductory course in biology. Presents the main principles of organization, function, heredity, and evolution of plants and animals, and introduces the student to methods of study in the life sciences. Lecture 2 hrs., laboratory 2 hrs.

BIO 10 Health Science (3)
An interdisciplinary course designed to provide the student with a basic understanding of the functioning of the human body as it relates to common health problems. Included are such topics as nutrition, infectious disease, and the effects of alcohol, drugs, and tobacco. Lecture 3 hours.

BIO 12 Fundamentals of Respiratory Therapy I (3)
A course designed to present key concepts in the field of respiratory therapy. Areas covered will include: cardio-pulmonary structure and function, the process of ventilation and effective respiration, acid-base balance, as well as methods of assessing cardio-pulmonary adequacy. Basic concepts of cardio-pulmonary dysfunction will be introduced. Lecture 3 hrs. Clinic none.

BIO 20 Principles of Respiratory Therapy Equipment II (2)
Basic physical laws and mathematical principles as they apply to respiratory therapy equipment will be presented. Emphasis will be on the design, classification, and operation of commonplace respiratory therapy equipment. Equipment maintenance workshops are included. Lecture 2 hrs. Clinic none.

BIO 30A Applied Respiratory Therapy III (10)
Focus will be on the practice of respiratory therapy in the acute care health facility. Areas developed will include: basic life support, airway management, gas therapy, positive pressure ventilation, aerosol therapy, chest physiotherapy and arterial blood gas analysis. The clinical management of the patient in or with pending respiratory distress will be emphasized. Lecture 4 hrs. Clinic 21 hrs/week.

BIO 30B Applied Respiratory Therapy IV (4)
A continuation of BIO 30A. The concentrated interterm format affords extended clinical assignments and experiences. Students will obtain and be expected to demonstrate proficiency in prescribed respiratory therapy procedures in accordance with the National Board for Respiratory Therapy certification criteria. Lecture none. Clinic 30 hrs/week.

BIO 31/131 Human Sexuality (3)
An introduction to the physiology of human sexuality. Current views on sexual behavior examined from the psychological, psychosocial and physiological aspects of function and behavior.

BIO 40 Directed Studies in Respiratory Therapy V (10)
Focus will be on establishing performance competency in selected areas of applied respiratory therapy. Internships will be available in one of the following specialty areas: Clinical Practice, Neonatal/Pediatrics or Pulmonary Diagnostics. Students will obtain and be expected to demonstrate proficiency in prescribed respiratory therapy procedures in accordance with the National Board for Respiratory Therapy registration criteria. Lecture 2 hrs. Clinic 24 hrs/week.

BIO 41AB Human Anatomy and Physiology (4-4)
Study of the structure and function of the human body. Lecture 3 hrs., laboratory 3 hrs. Course specifically designed for students enrolled in the two-year R.N. program.

BIO 42 Introduction to Phsyical Therapy Assistant (3)
The role of the physical therapy assistant as a member of the health team will be examined. Principles and techniques of patient handling will be applied through laboratory practice and clinical observation. Consideration of rehabilitation philosophy, ethical and moral conduct, and legal implications of the profession will be discussed.

BIO 43 Physical Therapy Assistant Procedures I (3)
Integration of concepts of therapeutic theory and skills. Development of observational skills, interpersonal relationships and their practice in the clinical setting. Examination of vital signs, and pathophysiological conditions commonly resulting from disease or injury.

BIO 44 Physical Therapy Assistant Procedures II (10)
Theory, principles and skills of selected hydrotherapy; radiant and electrical modalities; theory and techniques of massage; application of techniques employed in ambulation and functional activity. Supervised clinical experience.

BIO 45 Physical Therapy Assistant Procedures III (4)
Study of therapeutic exercise and equipment employed with application to patients with various disabilities. Exercise techniques practiced in the classroom laboratory and supervised in the clinical setting.

BIO 46 Physical Therapy Assistant Procedures IV (10)
Study of special therapeutic procedures, e.g. cervical and pelvic traction, intermittent pressure apparatus, ultrasound, etc. Supervised experience in clinical setting.

BIO 50/150 Biology of Aging (3)
An examination of the various physiological aspects associated with the effects of aging on the human body. Emphasis will be placed on the five leading causes of death in the United States and preventative medicine theories related to these diseases will be discussed. *Prerequisite: BIO 1AB or 51AB.*

BIO 51AB Human Physiology and Anatomy (4-4)
The study of the basic chemical and physical principles which relate to the structure and function of the human body. The aim of the course is to provide students with an understanding of the interdependence and interrelationships at each level of organization beginning with the cell and progressing to the organism as a whole. Lecture 3 hrs, laboratory 3 hrs.

BIO 60 Introduction to Physical Therapy (3)
Orientation to the physical therapy profession, recent trends, relationships with community agencies and paramedical groups, departmental responsibilities, professional ethics, techniques of patient care, legal implications, and rehabilitation philosophy.

BIO 65/165 Marine Biology (3)
Interrelationships of marine populations; morphology, physiology, evolution, and distribution of the plant and animal organisms. Lecture 2 hrs., laboratory and field trips 3-5 hrs.

BIO 67/167 Field Biology (3)
An introduction to the concepts of field biology. Basic principles of plant and animal taxonomy and ecology. Identification of local species. Lecture 2 hrs., laboratory and field trips 3-5 hrs.

BIO 87 Fundamental Concepts (1-3)
An acyclic series of basic concepts in the field of biological sciences.

BIO 92AB/192AB Special Studies (3-3)

BIO 104 Medical Bacteriology (4)
Morphology, taxonomy, metabolism, and immunology of bacteria pathogenic to man. Techniques of isolation, cultivation, and identification of these organisms. Lecture 2 hrs., laboratory 4 hrs. *Prerequisite: BIO 3.*

BIO 105 Immunology (4)
Basic principles and theories of the body's immune mechanisms. Native immunity, antibody production, antibody-antigen reactions, tissue transplants, autoimmune diseases, hypersensitivity. Lecture 3 hrs., laboratory 3 hrs. *Prerequisite: BIO 3.*

BIO 106 Medical Mycology (3)
Introduction to the morphology, physiology, and taxonomy of the fungi which cause disease in man. Techniques of isolation, cultivation, and identification of these organisms. Lecture 2 hrs., laboratory 3 hrs. *Prerequisite: BIO 3.*

BIO 107 Parasitology (3)
Study of the morphology, habits, and life cycles of animal parasites and their relation to disease in man. Lecture 2 hrs., laboratory 3 hrs. *Prerequisite: BIO 1ABC or BIO 103.*

BIO 108 Hematology (3)
Normal blood formation and abnormal blood conditions. Laboratory observation of blood cells, techniques of enumeration and identification of normal and abnormal elements in the blood. Lecture 2 hrs., laboratory 4 hrs. *Prerequisite: BIO 1AC.*

BIO 110 Microbial Physiology (3)
The course intended to provide the student with a basic understanding of the biochemical activities of bacteria as related to their growth, nutrition, metabolic activities, and genetics. Lecture 2 hrs., laboratory 6 hrs. *Prerequisite: CHE 7.*

BIO 118 Endocrinology (4)
The chemical coordination mechanisms whereby major functions of the body are integrated through the secretions of the nervous and endocrine systems. Lecture 2 hrs., laboratory 6 hrs. *Prerequisite: BIO ABCD.*

BIO 120 Human Embryology (4)
Causal mechanisms of development: physiological processes involved in growth and repair, induction mechanisms, and immunological capacities. Lecture 2 hrs., laboratory 6 hrs. Prerequisite: BIO 1ABCD.

BIO 126 Biology of the Vertebrates (3)
The evolutionary development of structural relationships with their functional significance; a comparison of physiological dynamics at various stages of complexity of development. Lecture 2 hrs., laboratory 3 hrs. *Prerequisite: BIO 1ABCD.*

BIO 130 Genetics (3)
A study of the principles of heredity. Classical viewpoints are examined and explained by modern molecular analyses. Molecular aspects of reproduction and their significance to evolution are considered. Lecture 3 hrs. *Prerequisite: BIO 1ABCD.*

BIO 151A Cellular Physiology (4)
The physiochemical principles of cellular control mechanisms including: energetics, photoresponse, cellular integration and environmental effects, transport systems, muscle enervation, antigen-antibody reaction. Lecture 2 hrs., laboratory 6 hrs. *Prerequisite: BIO 1ABCD. Biochemistry recommended.*

BIO 151B Medical Physiology (4)
Detailed study of the functional processes of the body; interrelationships of the systems; dynamics of fluid balance, control mechanisms, transport systems, metabolic activity. Lecture 3 hrs., laboratory 3 hrs. *Prerequisite: BIO 1ABC. Biochemistry recommended.*

BIO 152 Animal Physiology (3)
Detailed study of the functional processes of animal systems; interrelationship of these systems, development, differentiation, and growth. Lecture 2 hrs., laboratory 3 hrs. *Prerequisite: BIO 1ABCD. Biochemistry recommended.*

BIO 153 Physiological Chemistry (4)
An introductory study of the physiochemical principles of living systems. Emphasis will be placed on membrane control mechanisms, nucleic acid and protein synthesis, biotransformations of nutrients, ionic balance and detoxification, enzymes, and neuroendocrine integration and coordination.

BIO 154AB Medical Lectures for Physical Therapists (2-2)
The pathophysiology of disease and injury with the medical and physical therapy management of orthopedic and neurologic dysfunction.

BIO 155 Physical Therapy Procedures I (3)
Therapeutic techniques and procedures for abnormal neuromuscular action; theory, application, and evaluation of exercise as a therapeutic agent. Lecture and laboratory.

BIO 156 Physical Therapy Procedures II (3)
Principles and techniques of electrotherapy procedures and effects of selected mechanical, thermal, chemical modalities on neuromuscular and cardiorespiratory function. Lecture and laboratory.

BIO 157 Physical Therapy Procedures III (3)
Principles and techniques of exercise and treatment practices in physical therapy, synthesis of theory, practice and evaluation of techniques. Lecture and laboratory.

BIO 158AB Applied Anatomy and Physiology for Physical Therapists (3-3)
Gross anatomy of neuromuscular and skeletal systems, coordination and integration of physiological functions with analysis of pathological conditions and evaluation of the body's ability to respond to various procedures of physical therapy.

BIO 160 Clinical Neurophysiology (3)
Relationship of physical therapy procedures to neurological disorders, evaluation of therapy management of patients with common neurological disabilities.

BIO 162 Administrative Organization (2)
Principles and procedures of good management of departments of physical therapy in clinical settings. *Prerequisite: Senior standing.*

BIO 163 Seminar in Physical Therapy (2)
Role of physical therapist as health team member, management of patient care, communication skills with other health professionals, patients and families, moral, ethical, and legal problems.

BIO 169AB Clinical Internship (0-0)
Introduction to clinical departments of physical therapy, patient care treatment and directed practice of physical therapy procedures in clinical applications. (19 40-hour weeks.)

BIO 187 Selected Topics in Biology (1-3)
An acyclic series of topics of current interest in the field of biological sciences.

BIO 190 Workshop (1-3)
May be repeated for credit.

BIO 195 Senior Seminar (2)
Development of biological principles. An integrating course that will apply these principles to living systems at various levels of organization. *Prerequisite: Senior standing.*

BIO 196TA Tutoring in Biological Sciences (1-3)
Assisting in course presentation under the direction of the faculty. *Prerequisite: Senior standing with a major in biological sciences.*

BIO 197 Research Readings (1)
Directed reading in a special interest area for the departmental research requirement.

BIO 198 Biological Research (1-3)
Directed research project. May be taken under the guidance of a biology or biochemistry staff member.

BIO 199 Independent Study (1-3)
Readings in a special interest area of the initiation or continuation of a research project. Work should culminate in a written project.

Business

BUS 4 Introduction to American Business (3)
A general survey of the principles of accounting, marketing, finance, management, and government policies as they apply to modern American business.

BUS 5/105 Business Law (3)
An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications.

BUS 9 Introduction to Computer Processes (3)
See MTH 9.

BUS 15/115 Accounting I (3)
An introduction to the processes of recording, sorting, and summarizing data resulting from business transactions and events, including derivation and use of balance sheets, income statement, and funds flow and cash flow statements.

BUS 16/116 Accounting II (3)
A continuation of the accounting procedures outlined under Accounting I. Special emphasis is given to corporate and partnership financial statements.

BUS 20 Office Administration (3)
Planning and executing projects related to office adminstration; use of judgment, initiative, and creativity in solving problems encountered in business offices; learning to assemble data for executive decisions; creative thinking and proper attitudes in interpersonal relations.

BUS 21 Business Communications (3)
Mechanics and techniques of effective business writing; theory of and practice in composing various types of business letters and reports, with emphasis on the human relations aspect; handling business meetings and minutes.

BUS 22AB Advanced Typewriting (2-2)
Refining speed and accuracy rates; advanced office production problems; statistical typewriting; manuscripts; special emphasis on legal and/or medical forms. *Prerequisite: Typing speed of 40 wpm with acceptable accuracy.* Credit for BUS 22AB may not be counted toward the baccalaureate degree.

BUS 23 Mathematics for Business (3)
Fundamentals of mathematics as applied to business: percentage, discount, interest, tax, commission, mark-up, insurance, etc.

BUS 24AB Shorthand Transcription (3-3)
Continued development of speed and accuracy in taking dictation; development of business vocabulary; preparation of mailable transcripts. Credit for BUS 24AB may not be counted toward the baccalaureate degree.

BUS 25 Machine Transcription (2)
Instruction in the operation of various kinds of transcribing equipment. Emphasis on speed and accuracy in transcribing mailable letters and forms. Credit for BUS 25 may not be counted toward the baccalaureate degree.

BUS 26 Adding and Calculating Machines (1)
Instruction in the operation of ten-key adding machines and of rotary, printing, and electronic calculators. Emphasis on using machines as an aid to solving the variety of mathematical problems encountered in business. Credit for BUS 26 may not be counted toward the baccalaureate degree.

BUS 27 Legal Secretarial Procedures and Terminology (3)
An intensive course in specialized secretarial procedures for law offices; development of legal vocabulary; correct techniques in preparing legal documents and papers.

BUS 28 Medical Secretarial Procedures and Terminology (3)
An intensive course in specialized procedures for secretaries in the doctor's office or in the health-care setting; development of medical vocabulary; emphasis on medical correspondence and forms.

BUS 75/175 Principles of Salesmanship (3)
A study of the sales function and its relationship to the over-all marketing program. Topics considered include setting sales objectives, formulation of sales strategy, development of a sales organization, selecting and working with distributors and dealers, measurement of salesmen's performance, evaluation of sales management performance, control of sales operations, and integration of sales and other marketing activities.

BUS 85/185 Business Management (3)
Introduction to principles of organization, decision making and control; analysis of line and staff structures, production and quality standards, responsibility and business-community relationship. Use of case studies and experiences in the field.

BUS 90 Business Internship (3)
Work experience in a business firm, legal office, or a health-care setting. Students increase their knowledge and understanding of business and professional fields by analyzing and evaluating their experiences at seminar sessions with fellow students and the faculty coordinator.

BUS 111 Management of Health Services (3)
Study of special problems which a manager encounters in the administration of health services programs. Business methods of hospital administration; management of physical therapy, respiratory therapy, and nursing departments; administration of nursing-care facilities. *Prerequisite: This course is open only to Health Services Administration, Consumer Studies, Nursing, Business Department majors unless written consent of the department chairman is obtained.*

BUS 117 Methods of Research (3)
See SOC 117.

BUS 123 Mathematical Analysis for the Business Student (3)
Probability, application of Matrix Theory to business problems (Markov chains, game theory, linear programming), mathematics of finance. Emphasis is placed on the application of mathematics to problems in business.

BUS 130 Business Finance (3)
A study of the forms and sources of financing business firms; techniques of raising funds, appraising risks, allocating and controlling capital, and evaluating performance. *Prerequisites: BUS 15, BUS 16, and MTH 38.*

BUS 133 Government and Business (3)
The spectrum of government influence on and control of business; the regulation of competition and monopoly, the protection of consumers, and the control of environment and quality of life.

BUS 137 Intermediate Accounting I (3)
Accounting theory and practice relating to problems of asset valuation and classification in accounts and statements. Theory and practice relating to problems of valuation and classification of liabilities and stockholders equity.

BUS 138 Intermediate Accounting II (3)
Inventory control theory, valuation methods and systems, capitol budgeting alternatives, debt management and cash flow.

BUS 153 Computer Programming (3)
Computer system fundamentals, flowcharting, programming in Fortran and Basic; file organization and maintenance; programming; graphics and techniques; de-bugging programs.

BUS 154 Cost Accounting (3)
Budgeting; responsibility accounting; inventory planning; performance measurement; costing methods; job order and standard costs; direct vs. full costing; cost allocation; cost-volume profit analysis; analytic cost reports.

BUS 155 Systems Design and Analysis (3)
Basic techniques for design of information systems; computer hardware and software needed in computer-based systems; information determination, need evaluation, presentation, and analysis.

BUS 157 Personnel (3)
Principles relating to administration of an employee-benefits system. Techniques of job-applicant screening; job-performance evaluation; firings vs. lay-offs vs. transfers. Elements of psychology in production and employee relations.

BUS 160 Marketing (3)
Basic marketing institutions, practices and legislation; the subjects of merchandising, wholesaling, distribution channels, pricing, advertising, and marketing research. Practical applications enhanced through case studies and experiences in the field.

BUS 161 Advertising (3)
This course examines the major problems of modern advertising and promotion. Among these are the social and economic role of advertising; controls over advertising; planning the campaign; the role of research; the media strategy and coordination with other elements of the marketing communication mix.

BUS 162 Retailing (3)
Principles of retailing applied to the problems of organization and operation of retail establishments. The business aspects of buying, stock planning, inventory control, markup, stock accounting and pricing. Special problems of retail management will be discussed including departmentalization, personnel control, supervisory training, store layout and store location.

BUS 170 Real Estate (3)
Introduction to economics of land ownership and use; fundamentals of ownership; financing; appraisal; management and transfer of residential and other real property.

BUS 180 Merchandising: Demonstration and Display
See CST 180.

BUS 181 Operations and Production Management (3)
Three basic areas are covered: planning, analysis and control. Planning gives exposure to quantitative methods of forecasting, allocating, scheduling and financially evaluating strategic alternatives. Analysis emphasizes the qualitative aspects of men, machines, materials, money and management systems. Control considers quality, quantity and process control and operational maintenance of production facilities.

BUS 184 Organizational Behavior (3)
Emphasis on the "contingency view" for understanding the "whys" of behavior and the "hows" of increasing effectiveness. (The contingency view contends there is no one way of managing all situations.) The student will develop conceptual skills involved in: 1) diagnosing the human problems in management; 2) recognizing the situation and how it relates to the organization as a whole as well as to the external environment; 3) understanding how the individual's actions and actions of the parts of the organization are interdependent and impact one another; 4) knowing how and when to use models for managing organizational problems.

BUS 186 Tax Accounting (3)
Statutes, regulations, administrative rulings, and court decisions relating to federal and California income taxes. Audit procedures; partnership and corporate tax returns.

BUS 187 Management of a Data-Based System (3)
Planning and development of an integrated management information system: data base design; data management systems; operating systems, standards, and documentation; data security; performance evaluations; monitoring, hardware, and economics of a data-based system; problems of conversions.

BUS 188 Auditing (3)
Audit functions of the CPA. Nature of audit evidence, audit procedures, audit work papers, audit reports, evaluation of internal controls and internal auditing, statistical sampling in auditing; problems of auditing computer-based accounting records.

BUS 190 Business and Consumer Studies Internship (1-6)
Qualified seniors majoring in Business or Consumer Studies may receive supervised, on-the-job training related to their major. The student is responsible for setting up the internship, which must be approved by the department chairperson.

BUS 192 Business Policy and Ethics (3)
A study of social justice relative to business practices regarding strategy formulation, profitability, competition, advertising, production, customer relations. Extensive use of case studies.

BUS 193 Selected Problems (3)
Course, independent study, seminar, or directed readings in current issues and policies.

BUS 197 Independent Study (1-3)
Course, independent study, or directed readings on a topic of interest to the student. *Prerequisite: Senior standing; consent of faculty sponsor and approval of department chairman.*

Chemistry

CHE 1A General Chemistry (4)
Lecture, three hours; laboratory, four hours. Lecture: atomic theory, atomic structure and the periodic table; molecular structure and bonding, introductory organic chemistry; structure and properties of solids, liquids, and gases; kinetic theory and colligative properties. Laboratory: use of the analytical balance and volumetric equipment; stoichiometry; molecular and equivalent weights. *Prerequisite: high school chemistry or PHS 1; three years of high school mathematics or MTH 1.*

CHE 1B General Chemistry (4)
Lecture, three hours; laboratory, four hours. Lecture: chemical reactions, equilibria, kinetics, oxidation-reduction. Metals, non-metals, metalloids, radioactivity, thermodynamics and electrochemistry. Laboratory: quantitative analysis using gravimetric and titrimetric techniques. *Prerequisite: CHE 1A.*

CHE 2 The Chemistry of Life (3)
Lecture, three hours. An introductory course in organic and biochemistry. This course is designed to fulfill the science requirement for the health-related major. *Prerequisite: PHS 1 or a college chemistry course.*

CHE 5A Elementary Organic Chemistry (4)
Lecture, three hours; laboratory, four hours. Nomenclature and simple reactions of hydrocarbons, organic derivatives of water, ammonia and halogen acids; carbonyl compounds, aromatic compounds; stereoisomerism; synthesis and mechanisms of reaction of organic compounds. Laboratory: extraction, chromatography, synthesis, oxidation, isomerism, equilibria, kinetics. *Prerequisite: CHE 1B.*

CHE 5B Organic Synthesis (3)
Lecture one hour; laboratory eight hours. This course provides an experience for the chemistry major in specific organic synthesis procedures. A physiologically active compound or some material useful in further experiments is synthesized. *Prerequisite: CHE 5A.*

CHE 7 Elementary Biochemistry (4)
Lecture, three hours; laboratory, four hours. Lecture: amino acids, proteins and enzymes; nucleic acids and biochemical genetics; metabolism and metabolic interrelationships. Laboratory: biochemical preparations and analyses. *Prerequisite: CHE 5A.*

CHE 104 Qualitative Organic Analysis (3)
Lecture, one hour; laboratory, eight hours. Microtechniques, separation of mixtures, derivatives, identification of unknown organic compounds, spectroscopic methods. *Prerequisites: CHE 5AB.*

CHE 106 Intermediate Organic Chemistry (3)
Lecture, three hours. Mechanism and structure in organic chemistry. Linear free energy relationships, stereochemistry of complex systems, condensations and rearrangements. *Prerequisites: CHE 5AB.*

CHE 108 Intermediate Biochemistry (3)
Lecture, three hours. Survey of biochemistry with emphasis on cellular metabolism; interrelationships and control mechanisms; chemical structure and biological function. *Prerequisite: CHE 7.*

CHE 110A Physical Chemistry: Thermodynamics (3)
Lecture, three hours. Laws of thermodynamics and chemical equilibria and cell emf. *Prerequisites: CHE 1AB, MTH 3AB, PHY 1AB.*

CHE 110B Physical Chemistry: Dynamics (3)
Lecture, three hours. Kinetic theory and chemical kinetics; transport processes; viscosity, conductance, diffusion. *Prerequisite: CHE 110A.*

CHE 111 Physical Chemistry Laboratory (2)
Lecture, one hour; laboratory, four hours. Lecture and laboratory: chemical and phase equilibria, electrochemistry, kinetics and transport processes, conductance, diffusion. *Prerequisite: CHE 110A.*

CHE 120 Instrumental Methods of Analysis (3)
Lecture, one hour; laboratory, eight hours. Theory and applications of modern instrumental methods including gas chromatography, radiochemistry, various spectroscopic methods and selected electrochemical methods. *Prerequisite: CHE 1AB.*

CHE 190 Advanced Inorganic Chemistry (3)
Lecture, three hours. Chemistry of inorganic systems with emphasis on reaction mechanisms, complexes, bonding and periodic relationships. *Prerequisite: CHE 110AB.*

CHE 197/297 Seminar (1-3)

CHE 199/299 Research in Chemistry (1-3)
Research problems to be arranged with individual faculty members. *Prerequisite: Consent of chemistry staff.*

Consumer Studies

CST 2/102 Consumer Issues: Problems and Solutions (3)
A study of problems often encountered by consumers in areas such as credit, mail-order, warranties, auto repair and landlord-tenant relationships. Explores consumer rights and responsibilities and laws that govern consumer problems.

CST 6 Food Study (3)
Application of scientific principles in selected areas of food purchasing, storage, preparation; evaluation of food products according to quality standards; integration of nutrition principles, food protection regulations, and socio-economic influences; sanitation, safety and equipment. Laboratory included. *Prerequisite: High school chemistry or equivalent or permission of instructor.*

CST 9/109 Maternal and Child Nutrition (3)
A study of the nutritional needs of the body in relation to a variety of cultural, economic, environmental, ethnic, psychological, and social factors; analysis of food misinformation and nutrition education principles; controls for safety and nutritive value of food supply; limited integration of diet therapy.

CST 10/110 Human Nutrition (3)
A study of the principles of nutrition and their application with emphasis on nutritional requirements of the body at different age levels in the maintenance of health and prevention of deficiency diseases; cultural, social and psychological influences on food habits; analysis of food misinformation and nutrition education principles; controls for safety and nutritive value of food supply; introduction to nutritional therapy in various diseases. *Prerequisite: knowledge of basic chemistry and human physiology.*

CST 21 Clothing Construction (3)
Principles and techniques of construction to insure a professional look to apparel; course includes use of equipment, the selection of appropriate sewing techniques and commercial patterns for woven knit fabrics.

CST 24 Textiles for Consumers (3)
Discussion and identification of fibers, yarns and finishes; descriptions of various processes used for woven and knit goods now available to the consumer.

CST 40/140 Management of Personal and Family Resources (3)
A study of the efficient use of human and financial resources by individuals and families.

CST 91/191 Directed Readings (1-3)
May be repeated for credit.

CST 92/192 Selected Problems and Projects (1-3)
Courses, workshops, or seminars. Subjects announced in term schedule. May be repeated for credit.

CST 108 Meals, Money and Markets (3)
Principles of meal planning, preparation, and service; food buying with emphasis on special situations such as modified diets, entertaining, low-budget meals, and meals for large and small groups. Also includes a close look at the modern supermarket. Laboratory.

CST 120 Clothing Selection (3)
A study of all the factors involved in making a clothing purchase decision including fashion trends, individual needs and complements, sociological influences; ways to identify quality fabrics, sound construction, and reasonable prices. *Prerequisite: ART 2 or consent of instructor.*

CST 128 The Fashion Industry **(3)**
Follows apparel from designer's drawing board to garment factory to wholesale market to retail rack and consumer. Includes a study of pricing procedure along the way and the development of fashion trends.

CST 145 Management of Household Resources **(3)**
Principles of management applied to resources in the home for most efficient use. Resources studied include time, energy, leisure, and money; their interrelationships with family and individual well-being and happiness. Values, goals, and decision-making also included.

CST 154 Housing **(3)**
A broad study of the alternative ways of satisfying human housing needs. Includes what housing may symbolize to the individual or family. Also explores design and construction as related to needs and aesthetics. Financing and business dealings with architect, landlord, and realtor.

CST 160 The Consumer and the Market **(3)**
A look at the interrelationship between the consumer and the market, by examining topics such as consumer demand, fraud, pricing, standards, labels, consumer protection, and redress. *Prerequisites: CST 2/102 and CST 40/140.*

CST 180 Merchandising: Demonstration and Display **(3)**
Students apply knowledge from other courses in their major in planning, organizing and executing promotional and educational demonstrations and displays. Includes an examination of the principles of store layout and shelf placement. *Prerequisite: SPE 10 and at least 2 courses in Consumer Studies. Recommended prerequisite: ART 2 Design I. See BUS 180.*

CST 194 Seminar: Business and Consumer Studies **(3)**
Offers juniors and seniors an opportunity to relate their specific area of emphasis to contemporary issues and situations and to learn to articulate their own talents and expertise. Examines the current employment outlook for the major. *Prerequisite: Junior Standing.*

CST 198 Methods in Teaching Home Economics **(3)**
Techniques and materials applicable in a wide variety of home economics teaching situations.

CST 199 Independent Study **(1-3)**
Research on topic(s) of particular interest. *Prerequisite: consent of faculty member.* May be repeated for credit.

Economics

ECO 1 Economics I (Microeconomics) **(3)**
An exploration of the economic affairs of the individual and the individual business firm. This course introduces the law of supply and demand and economic analysis of individual markets such as labor or international trade.

ECO 2 Economics II (Macroeconomics) **(3)**
An introductory analysis of the aggregate economic system. This course discusses methods of recording and determining gross national product, national income, and employment and participation rates.

ECO 44/144 Personal Finance **(3)**
Emphasis on the principles underlying financial security and investment planning; the study of credit institutions, the stock market, and home buying through special projects and experiences in the field.

ECO 107 Political Economics **(3)**
A brief survey of the history of economic and governmental relations. In-depth analysis of the current relationship between the economy and government. Fulfills CPE requirement. See POL 107.

ECO 113 Economic History of the United States **(3)**
A study of the economic development of the United States: agriculture, industry, labor, commerce, finance, and transportation.

ECO 131 Public Finance **(3)**
Income and expenditure of federal, state, and local governments; theories of tax incidence; nature and implications of the public debt; fiscal policy; and inter-governmental fiscal relations.

ECO 135 Money and Banking **(3)**
The nature and functions of money and credit, the banking system, monetary policy in the domestic and international economies.

ECO 150 Labor Economics **(3)**
The evolution of trade union organization in the United States and labor legislation affecting it; an economic analysis of wage determination and its effect on employment; union-management relations in the collective bargaining process.

ECO 175 Urban Sociology **(3)**
See SOC 175.

ECO 193/293 Selected Problems **(1-3)**
Courses, workshops, seminars, or directed readings. May be repeated for credit.

ECO 195 International Economics **(3)**
The general principles of international relations and trade; the problems of underdeveloped countries and theories of growth and development; progress toward economic integration and cooperation in Europe, Latin America and Africa.

Education

EDU 31 Introduction to Early Childhood Education **(3)**
A study of the history as well as current philosophies of early childhood programs. Significant leaders and local and state programs will be analyzed. Discussions, lectures, readings, and visits to pre-school sites, will provide an opportunity to study and observe young children and the ways in which they learn.

EDU 33 Language Development of the Child **(3)**
Introduction to theories of language learning and development. Study of normal verbal and non-verbal patterns as well as communication disorders. Methods and materials that enhance language development are studied and developed. Students are required to observe and participate in a pre-school setting.

EDU 35A Cognition and the Young Child **(3)**
A study of those experiences which foster cognitive development in the young child. Emphasis will be on exploration, problem solving, numbers, ordering, classifying, and concept building. Application of growth patterns, individualization, prescriptions, and evaluation will be included. Students are required to observe and participate in a pre-school setting.

EDU 35B Creativity and the Young Child **(3)**
A study of those experiences which foster creativity and self-expression in the young child. Emphasis will be on art, music, play, and movement. Application of growth patterns, individualization, prescription, and evaluation will be included. Students are required to observe and participate in a pre-school setting.

EDU 70 Introduction to Children with Special Needs (3)
An introduction to the various exceptionalities. A survey of special education programs. Study of the learning and behavioral characteristics of exceptional children and their families. Fieldwork is a required part of this course.

EDU 72 Early Childhood Education and the Exceptional Child (3)
Emphasizes the importance of early intervention in the education of exceptional children. Stresses the role of the teacher assistant. Develops specific skills for working with children with special needs. Specific suggestions for successful mainstreaming of special children will be discussed. Fieldwork is a required part of this course.

EDU 101 Perspectives in Education (1)
An investigation of the school community, the role of the classroom teacher, and the teacher-aspirant's suitability for teaching. This course includes guided self-assessment, health and speech exam, standardized test of basic skills, and completion of other requirements for admission to the teacher education program. This course is required for admission to the credential program.

EDU 114 Diagnosis and Prescription (1)
Instruction in techniques of evaluation and diagnosis of learning problems. Case studies and laboratory participation are utilized to aid students in translating diagnostic findings into prescription. *Prerequisite: PSY 113.*

EDU 115A Communication — Elementary Curriculum (2)
A study of the child and the elementary school curriculum with special emphasis on the communication skills of listening, oral and written expression, and non-verbal communication. This course includes developing an understanding of general principles, objectives, strategies, materials, and evaluation. Personal competence through testing and self-assessment leads to a program for self-improvement. Observation, participation, and some supervised teaching in actual classroom situations are an integral part of this course.

EDU 115B Mathematics — Elementary Curriculum (2)
The course is designed to reinforce math concepts, theories and their application. However, the main thrust is on methods, processes, evaluation procedures, materials, both manipulative and other, for lab and classroom, focusing on individual and group participation. Elementary school observation and participation are an essential component of the study.

EDU 115C Reading — Elementary Curriculum (3)
A study of the developmental process of reading in the elementary school encompassing word attack skills and comprehension skills. The course covers methods, materials, objectives and principles required for a teacher of reading. Evaluation processes researched are both diagnostic and achievement-oriented in nature. Observation and participation in an elementary school setting give opportunities for application of the theories.

EDU 115D Science and Social Studies — Elementary Curriculum (3)
A study of the child in the elementary school curriculum with special emphasis on the teaching of science and social studies. Individual and group instruction is applied both to subject and to general principles, objectives, instructional procedures and materials, and the evaluation process. Observation and participation in actual classroom situations focus on these subjects, including some supervised teaching experience.

EDU 116A Supervised Teaching — Elementary (12)

EDU 116B Supervised Teaching — Elementary (6)

EDUC 116C Supervised Teaching — Elementary (6)
A study of children in an instructional program on different grade levels and in different socio-economic communities. This involves fulfilling the responsibilities expected of the in-service teacher. Throughout the continuum, the student, college instructors, supervising teachers, and other designated personnel measure the effectiveness of the student's interaction within the school community. The goal to be attained is an exemplary, personally secure and professionally competent individual. *Prerequisite: Approval of the Education Department Screening Committee.*

EDU 124 Diagnosis and Prescription (1)
Instruction in techniques of evaluation and diagnosis of learning problems. Case studies and laboratory participation are utilized to aid students in translating diagnostic findings into prescription. *Prerequisite: PSY 123.*

EDU 125A Secondary Curriculum (3)
Courses of study, materials, and equipment used in teaching in junior and senior high schools. Observations at Pasteur Junior High School and Hamilton High School are part of this course. *Prerequisite: PSY 123.*

EDU 125B Emerging Trends in Education (2)
A study of the philosophical and sociological factors influencing innovation and change in education with emphasis on those developments that are becoming established through evaluation, accountability,and experimentation.

EDU 125C Reading — Secondary (3)
The course reviews the basic skills, methods and materials required in beginning reading. Approaches, methods and materials more appropriate to the older student will be studied and tested in individual and group tutoring within a regular junior or senior high school. Attention will be given to the remedial aspects of reading as well as subject matter reading skills. Evaluation processes will include both diagnostic and achievement types.

EDU 125D Secondary Methods (2)
A study of the rationale underlying the content, placement, and methodology, as it specifically relates to the teaching major. This course includes practice in the development and use of materials and equipment for teaching in the junior and senior high school. Observation and participation in the classroom are a part of this course.

EDU 126A Supervised Teaching — Secondary (12)

EDU 126B Supervised Teaching — Secondary (6)

EDU 126C Supervised Teaching — Secondary (6)
Instructing students in a junior and a senior high school class the duration of one semester plus additional assignments comprising a total school day. Weekly conferences are included. Provisions are made for students to fulfill Supervised Teaching at Pasteur Junior High School and Hamilton High School. *Prerequisite: Admission by approval of the department.*

EDU 131 Introduction to Early Childhood Education (3)
See EDU 231.

EDU 132 Cognitive Processes in the Young Child (3)
See EDU 232.

EDU 133 Language Experience of the Young Child (3)
See EDU 233.

EDU 134 Techniques for Early Identification, Prevention, and Remediation of Learning Problems (3)
See EDU 234.

EDU 136 Child Development and the Educative Process (3)
A systematic study of the developmental characteristics of the child beginning with prenatal life. Emphasis is placed on how developmental factors influence the child's ability to learn, and how these factors affect the content and organization of curriculum. Principles are derived from interpretation of reliable data of experimental studies and surveys regarding physiological, emotional, social, mental, and moral growth and development. Observation and participation in pre-school and elementary classrooms provide opportunities to apply those principles learned in class.

EDU 170/270 Survey of Programs for Children with Exceptional Needs (3)
Provides an introduction to the problem of exceptionalities of all types; the history of special education, the legal and administrative framework for special education in California; education, sociocultural, and psychological rationale for grouping children, while retaining the basic principles of normal growth and development underlying the deviations of the special exceptionalities. Types of special education programs are studied in relationship to the mainstream of regular education.

EDU 172/272 Disturbances in Child Development (3)
Includes a study of the learning and behavioral development characteristics of five major groups of exceptionality as they arise from: genetic and hereditary, neuro-physical traits, prenatal and neonatal development, nutritional factors, disturbances in sensory-motor, language, auditory, and visual development, learning and problem-solving, social and emotional development, physical, locomotor, disease, physical injury, etc., and other specific effects of environmental and developmental processes. See PSY 272.

EDU 174/274 Counseling and Guidance of Exceptional Children (3)
Primarily a study of human relations which provides the basis for the effective working relationships, both interpersonal and interprofessional, involving the complex situation of persons interacting with one another at all levels of the organization social structure. The student develops the ability to relate effectively to pupils, parents, co-workers, and resource personnel; becomes sensitive to the feelings and needs of others by understanding his own, develops skills of communication, and learns to appreciate and use available resources. This course also helps the student develop the ability to work harmoniously and effectively with all personnel — a necessary condition for the success of the concerted efforts of all members of the staff toward a common goal of promoting the learning of children. See PSY 274.

EDU 177 Language and Speech Disorders (3)
See EDU 277.

EDU 190 Workshop (1-3)
May be repeated for credit.

EDU 199AB Special Studies (1-3)
May be repeated for credit. *Prerequisite: Senior or graduate standing or consent of department.*

EDU 200 Methodology of Educational Research (3)
The various techniques of research which include the theory of research, experimental design, gathering data, and interpreting data.

EDU 202 Psychological Foundations of Education (3)
Contemporary psychology as applied to education. Research and writing are offered to meet the individual needs of students concentrating in either elementary or secondary education.

EDU 203 Social Foundations of Education (3)
Sociological bases of education, the structure of society, its institutions and trends.

EDU 205 Development and Evaluation of the Curriculum (3)
Basic principles of curriculum development. Study of the techniques of curriculum planning and evaluation of curriculum organizational patterns.

EDU 207 Reading Improvement in the School (3)
Principles and procedures including phonics, employed for the improvement of reading abilities. Emphasis is placed upon the reading difficulties of students.

EDU 208 Science in the Elementary School (3)
Science adapted for children in the first six grades. Includes the planning of units, classroom demonstrations, experiments, compiling bibliographies, and collecting instructional materials pertinent to the subject.

EDU 209 Social Studies in the Elementary School (3)
Recent research in respect to curriculum, materials, and methods affecting the teaching of the social studies.

EDU 210AB Seminar in Modern Education (1-3; 1-3)
May be repeated for credit. The curricular, administrative and instructional issues at the elementary, junior or senior high school levels. Planned in order to present to teachers a better understanding of the modern school.

EDU 210C Seminar: Contemporary Problems for Lay Faculty in the Catholic School (3)
Through group process and discussion, a discovery of one's own values and one's image of oneself, and comparison with the values of the Church. A study of how the philosophy of Catholic education affects the actual subject areas; in-depth exploration of the differences between the curriculum of the public school system and the Catholic school system; methods of keeping Christian ideas alive in the classroom. Includes study of the organization and administration of Catholic schools: legal status, legal issues, fiscal problems, accountability, etc.

EDU 211 Administration in a Changing Environment (4)
Course work is specifically designed to focus on organizational patterns of the public schools; on effective techniques in school-community relations; on principles and practices of public school management. Taken concurrently with EDU 218 and EDU 297.

EDU 212 Administration of the Elementary School and Its Personnel (3)
A course in the organization and administration of the elementary schools and in the techniques of personnel administration. Course work is specifically designed to prepare for service in elementary school principalship.

EDU 213 Administration of the Secondary School and Its Personnel (3)
A course in the organization and administration of the secondary schools and in the techniques of personnel administration. Course work is specifically designed to prepare for service in secondary school principalship.

EDU 214 Philosophical and Historical Foundations of Education in the United States — Integrating Modern and Emerging Trends (3)
This course deals with the issues and challenges of today's schools integrating modern and emerging trends in education. It is designed to reveal the unique characteristics of the American school system by presenting the philosophical and historical influences in its development.

EDU 215 Organization of School Systems — Legal and Financial Aspects (3)
A study of the organization and administration of school districts and school systems in the United States: considers the respective roles of federal, state, and local governments in education; examines legislation and litigation affecting school districts and theory and practice of school finance.

EDU 216 Supervision of Instruction and Programs (3)
This course is designed to provide opportunities for students to develop those competencies required for effective supervision of instruction and educational programs. Such competencies as the following are to be emphasized: proficiency in effecting change in personnel for the improvement of educational programs and of teaching, effective interpersonal relations, development of skills in decision-making and in all aspects of program planning, implementation, and evaluation.

EDU 217 Administration of Schools and Personnel (3)
A course in the organization and administration of schools and in the techniques of personnel administration. Course work is specifically designed to prepare for service in elementary and secondary schools.

EDU 218 Personnel Factors in School Administration (4)
An understanding of sound personnel management; students acquire a working knowledge of procedures and techniques in the selection, supervision, and evaluation processes of school personnel. Taken concurrently with EDU 211 and EDU 297.

EDU 219 Educational Leadership Processes (4)
Concentrates on administrative behavior, educational decision-making, group-leadership functions, and understanding of community relationships and forces affecting schools. *Prerequisites: EDU 211, EDU 218, and EDU 297.*

EDU 222 Curriculum and Methods for the Urban School (3)
In this course, emphasis is placed on methods of teaching children of minority groups in culturally different communities. Findings of current research are related to various approaches to content and process.

EDU 223 The Teacher and the Child in the Urban School (3)
This course is designed, through the study of the culturally different child, to make the teacher more aware of attitudes and skills needed to effect better interaction.

EDU 230 Language in the Urban School and Community (3)
Linguistic skills as they apply to the speech patterns of the city child. The emphasis in this course is on speech patterns of minority groups.

EDU 231 Introduction to Early Childhood Education (3)
A systematic study of the developmental characteristics of the young child beginning with prenatal life. Emphasis is placed on the relationship between these factors and the theoretical bases upon which early childhood programs have been and currently are being developed. Through lecture, discussion, films, review of research, and field study, fundamental theories of child development, philosophies of curriculum and established programs will be analyzed. Candidates will be encouraged to assess themselves in relation to the competencies and functions of early childhood specialists now and in the predictable future.

EDU 232 Cognitive Processes in the Young Child (3)
Discussion of changing views as to how children develop intellectually. Focus on perceptual development including cognitive stages and changes in perceptual style. Consideration of thought patterns in young children — imagery, generation of ideas, schemata, concepts, rules, and problem-solving behavior. Attention to the developing integration of language and cognition with exploration of social influences, cognitive deprivation, second language learning and memory processes. Field work will involve analysis of several existing early childhood programs in terms of developmental sequence and interconnections between cognition, perception, and language.

EDU 233 Language Experience of the Young Child (3)
Study of theories of language acquisition and development in early childhood. Concentration on normal and deviant patterns of growth in communication skills. Classroom procedures for improved speech and language functioning in young children. Instructional techniques and materials in pre-reading and beginning reading. Supervised professional practicums in diverse sociocultural settings and with multi-age groups will focus on differing language patterns, skill development and the necessity of individualization of experience.

EDU 234 Techniques for Early Identification, Prevention, and Remediation of Learning Problems (3)
Advanced instruction in techniques of evaluation and diagnosis of current and potential learning problems. Training in interpretation of diagnostic data, selection and development of effective teaching techniques and construction of prescriptive plans which complement student strengths, developmental and experiential levels, socio-cultural backgrounds, and learning styles. Supervised field work will include laboratory participation in diagnosis, interpretation, selection of instructional activities, recording and continual evaluation of pupil progress, consultation with parents and professionals, selection of appropriate referral agencies and follow-through implementation.

EDU 235A Social and Scientific Discoveries of the Young Child (3)
A study of the instructional program in social studies, science, mathematics, and health designed to promote self-esteem, positive social interaction, and subject matter competence in the young child. Individual and group instruction will be utilized to develop principles, explore techniques of diagnosis, create strategies, select and develop materials, plan evaluation, and design the environment for the young child. Supervised professional practicums in differing socio-cultural settings and with different age groups will focus on the necessity of considering the individual child when developing curricula and planning for continuity of learning experience regardless of age.

EDU 235B Creative Expressions of the Young Child (3)
A study of the instructional program in movement, drama, art and music, designed to promote self-esteem and creative expression in the young child. Individual and group instruction will be utilized to develop principles, explore techniques of diagnosis, create strategies, select and develop materials, plan evaluation, and design the environment for the young child. Supervised professional practicums in differing socio-cultural settings and with different age groups will focus on the necessity of considering the individual child when developing curricula and in planning for continuity of learning experiences regardless of age.

EDU 236 Seminar: Parent and Community Involvement in Early Childhood Education (3)
In-depth study of the community(ies) to be served, with emphasis on the similarities and differences among cultural groups in language, child-rearing practices, values and customs. Methods of effectively encouraging parent and community participation, for

facilitating productive parent conferences, and for planning programs to strengthen home-school cooperation, including parent education as related to individual child development. Development of criteria for working with volunteers, tutors, parents, teachers, and paraprofessionals from diverse cultures.

EDU 238 Seminar: Contemporary Problems in Early Childhood Education (3)
Exploration of controversial issues such as fixed intelligence, predetermined development, importance of early experience, reversibility of deprivation and the relationship of these theoretical issues to curriculum. Review of research, preparation of professional reports, development of proposals, and investigation of methods to obtain cooperation and community understanding in the alleviation of contemporary problems within early childhood education.

EDU 239 Professional Practicum for the Early Childhood Specialist (3)
Supervised field and practicum experiences will take place in representative cross-cultural settings of public and private schools and agencies. Personnel will include all adults involved in early childhood education and children in at least one pre-kindergarten developmental level (and one level at kindergarten or primary where needed). Throughout the continuum, the candidate, college instructors, and the supervising personnel measure the effectiveness of the candidate's interaction in the early childhood community.

EDU 255 Seminar: Principles of Curriculum and Instruction (1-3)
Principles and procedures of curriculum program planning. Study of trends in major curricular fields.

EDU 256 Seminar: School Administration (1-3)
Aspects of school administration in varied organizational structures.

EDU 257 Seminar: Supervision of Instruction (1-3)
Examination of current trends in school supervision and of new dimensions of the supervisory role.

EDU 258 Sociological Aspects of Administrative Leadership (3)
A study of the knowledge, theory, and research of the behavioral sciences that are transforming school administration, the behavior of individuals and groups in an organizational setting, and its application to current professional problems in education.

EDU 261 Education and Career Planning (3)
Seminar in counseling and guidance. A study of the agencies, sources, and research data needed by the school counselor.

EDU 262 Pupil Personnel Services and their Organization (3)
An introduction to the basic principles of guidance and counseling and a study of the organization and administration of pupil personnel services in the school.

EDU 263 Laws Relating to Schools and Youth (3)
A study of legal regulations relating to schools, school personnel, and children. Students become familiar with the codes and legal references and with agencies which implement these regulations.

EDU 269 Field Experience — Pupil Personnel (1-3; 1-3)
Field work in counseling and guidance. Supervised field work for two semesters.

EDU 270 Survey of Programs for Child with Exceptional Needs (3)
Provides an introduction to the problem of exceptionalities of all types; the history of special education, the legal and administrative framework for special education in California; education, sociocultural, and psychological rationale for grouping children, while retaining the basic principles of normal growth and development underlying the deviations of the special exceptionalities. Types of special education programs are studied in relationship to the mainstream of regular education.

EDU 271 Appraisal of Exceptional Children (3)
A study of the use of tools for assessing exceptionalities in children; statistical concepts in measuring abilities; principles of assessment; methods of administration and interpretation; assessment instruments; and the relationship of the results of assessment to the total evaluation of the child. See PSY 271.

EDU 272 Disturbances in Child Development (3)
Includes a study of the learning and behavioral development characteristics of the five major groups of exceptionality as they arise from genetic and hereditary, neuro-physical traits, prenatal and neonatal development, nutritional factors, disturbances in sensory-motor, language, auditory and visual development, learning and problem-solving, social and emotional development, physical, locomotor, disease, physical injury, etc., and other specific effects of environmental and developmental processes. See PSY 272.

EDU 273 Development of Programs for Children with Specific Learning Abilities (3)
Provides the opportunity for the candidate to use the outcomes of assessment to *plan specific programs* of remediation or amelioration of basic psychological functioning, and enables him to participate in the actual implementation of these plans through work with individual or small groups of children in the various categories of exceptionalities. See PSY 273.

EDU 274 Counseling and Guidance of Exceptional Children (3)
Primarily a study of *human relations*, which provides the basis for the effective working relationships, both interpersonal and interprofessional, involving the complex situation of persons interacting with-one another at all levels of the organization social structure. The student develops the ability to relate effectively with pupils, parents, coworkers, and resource personnel; becomes sensitive to the feelings and needs of others by understanding his own, develops skills of communication, and learns to appreciate and use available resources. This course also helps the student develop the ability to work harmoniously and effectively with all personnel — a necessary condition for the success of the concerted efforts of all members of the staff toward a common goal of promoting the learning of children. See PSY 274.

EDU 275 Teaching of Language Arts for the Learning Handicapped (3)
In this course, the student draws upon the knowledge and skills requisite for effective teaching of reading and language arts in the regular classroom. He learns to adapt them to the learning abilities of learning handicapped children. This course may be taken concurrently with student teaching or completed before that semester.

EDU 276 Teaching of Mathematics, Science and Social Science for the Learning Handicapped (3)
In this course the student draws upon the knowledge and skills requisite for effective teaching of mathematics, science and social science in the regular classroom. He learns to adapt them to the learning abilities of learning handicapped children. This course may be taken concurrently with student teaching, or completed before that semester.

EDU 277 Language and Speech Disorders (3)
Designed to acquaint the candidate in special education with the normal language development, and with the causes, characteristics, and remediation of speech disorders and defects in the handicapped child. Includes observation evaluation, and participation in programs of speech development and therapy. See PSY 277.

EDU 278 Supervised Teaching: Learning Handicapped (2-4)
Gives the candidate the opportunity to develop his skills in translating the theory and content of the pre-professional and professional courses into practice in the actual classroom situation. It provides experience in all aspects of teaching the learning handicapped children: assessment, programming, instruction, management, record maintenance, evaluation of progress, and contacts with families and community. May be repeated for credit up to a maximum of 4 units.

EDU 280 The Spanish Speaking Learner: Development and Learning (3)
A systematic study of the developmental characteristics of the learner in a Spanish-speaking home and a Spanish-American culture. Emphasis is placed on those factors influencing social adjustment, aptitudes, achievement, and motivation. The relationship between these factors and current curriculum content and teaching strategies is examined. Established and emerging philosophies and theories of bilingual education are analyzed by means of lectures, research reports, discussion, observations, and participation.

EDU 281 Implementing the Bilingual/Cross-Cultural Program (3)
A course designed to reexamine the curricula of the schools as approved by the California State Board of Education. Special attention will be given to the *Framework for Reading* and the *Framework for Bilingual-Bicultural Education and English as a Second Language* for elementary and secondary schools. *Prerequisite: EDU 280.*

EDU 282 Professional Practicum for the Bilingual, Cross-Cultural Specialist (3)
This course is designed to give the specialist-candidate the opportunity to obtain firsthand knowledge and competency in effecting the instructional program for the bilingual, cross-cultural student under the supervision of authorized public school and college personnel. This involves two ten-week periods of classroom teaching and the fulfillment of the related responsibilities expected of the in-services specialist. Equivalency for one period may be arranged with the Chairman of the Department of Education. Provision for K-12 field work will be based on applicant's experiences and basic teaching credential.

EDU 295 Thesis Guidance (3)

EDU 296 Masters Seminar (3)
Designed to provide opportunity for the candidate to develop competency in researching a current issue in education, analyzing its operational problem, and making a research report. Failure to complete the seminar work in one semester requires the student to re-register for another three units in EDU 296.

EDU 297 Fieldwork (Administrative Internship) (4)
Provides students with opportunities to gain knowledge and to develop competencies in those attitudes, skills, and techniques required of an educational administrator. One semester of work is devoted to experiences in schools and school districts. Taken concurrently with EDU 211 and EDU 218.

EDU 298 Supervised Field Experience — Administration and Supervision (3 or 2-2)
Directed and supervised experience in the supervision of instruction and in administrative activities. A wide variety of experiences is offered to prepare the student to meet many situations in supervision and administration. Approval of faculty advisor is required.

EDU 299AB Special Studies (1-3)
Prerequisite: Graduate standing or consent of department. May be repeated for credit.

EDU 301 Inservice Education (1-6)

EDU 302 Inservice Education (1-6)

EDU 330A Seminar and Practicum (1-3)
A course designed to present content and evaluation in connection with on the site field experiences in a variety of activities. Class meetings accompany the field work either on campus or at the site. The amount of credit for this course will be determined by the department.

EDU 330B Seminar and Practicum (1-3)
A continuation of EDU 330A. Approval of the department is required.

EDU 333 Supervised Practicum: Pre-School (4)
Instruction of children in the pre-school under the direction of a master teacher. Conferences with teachers and supervisors accompany this work. *Prerequisite: Departmental approval.*

EDU 336 Supervised Teaching: English As A Second Language — Elementary (4)
Instructing students in English as a Second Language in the elementary school under the direction of master teachers. Conferences with teachers and supervisors accompany this work. *Prerequisites: EDU 350J or EDU 351, and the approval of the Education and English Departments.*

Professional Credit Courses (340-349): Any course identified as a Professional Credit Course may be submitted for equivalency evaluation to be applied to a Credential or Masters program.

EDU 340 Seminar and Practicum: Teaching Learning Handicapped Children (6)
Designed to meet the needs of experienced teachers who wish to become more proficient in evaluation, programming, and teaching exceptional children. Six weeks of supervised teaching in conjunction with planning periods, observation, and seminars. Two weeks of lecture and demonstration. Teaching methods and materials, approaches to evaluation and programming are included.

EDU 341 Individualized Educational Programming for Learning Handicapped Children: Early Childhood (2)
Focus on children 4-8 years of age, kindergarten through third grade. Pre-academics, ability training, and beginning academic skills. Opportunities to explore a variety of manipulative materials which make concepts and skills more meaningful and interesting for young children. Development of Individual Educational Programming using techniques demonstrated.

EDU 342 Individualized Educational Programming for Learning Handicapped Children: Elementary (2)
Focus on children 9-12 years of age, fourth through sixth grade. Approaches for teaching intermediate academic and remedial skills. Methods, materials, and classroom structure for children with learning problems are explored to assist the teacher to individualize instruction effectively.

EDU 343 Individualized Educational Programming for Learning Handicapped Children: Adolescent (2)
Focus on students 12-16 years of age. Emphasis on assessment of learning problems, analysis of special problems faced by the adolescent, individualization of instruction.

EDU 345 Workshop in Special Education (1-3)
May be repeated for credit.

EDU 350J Methods and Materials in Teaching English as a Second Language (3)
Instruction on techniques and materials applicable in a wide variety of English as a Second Language teaching situations. For non-native speakers of English. *Prerequisites: ENG 104J and passing of the English proficiency examination.*

EDU 351 Methods and Materials in Teaching English as a Second Language (3)
Instruction on techniques and materials applicable in a wide variety of English as a Second Language teaching situations. For native speakers of English. *Prerequisite: ENG 204.*

EDU 360AB Seminar and Practicum for Services and Specialist Credential Program Equivalency (0)
Only those who have had courses/experience which apply toward the *services or specialists credentials* may enroll. Approval of adviser of specific program is required.

EDU 378 Supervised Teaching: English As A Second Language — Secondary (3)
Instructing students in English as a Second Language in the secondary school under the direction of master teachers. Conferences with teachers and supervisors accompany this course. *Prerequisites: EDU 350J or EDU 351 and the approval of the Education and English Departments.*

English

ENG 1AB College Writing (2-2)
Principles and practice of writing, chiefly expository, with attention to critical thinking and analytical reading.

ENG 2 Introduction to Literature (3)
Selected novels, plays, and poetry studied for enjoyment and to introduce the student to the criticism of literature.

ENG 3 Basic Writing (3)
A study of basic elements of writing including sentence structure, paragraph development, and mechanics. Does not fulfill college writing requirement. Student must obtain a C or better to qualify for ENG 10A or ENG 10B.

ENG 4 Introduction to College writing (3)
From thought to theme: the selection of a suitable, limited topic; the formulation of a topic sentence; the planning and organization of ideas; writing the first draft; revising and editing. Admission by placement; 2 hour lab requirement. ENG 1 must follow successful completion of ENG 5. Credit for ENG 4 may not be counted toward the baccalaureate degree.

ENG 5AB Honors English (1-1)
Offered, upon invitation by the Department, to outstanding freshmen. First semester reading of selected literature; second semester imaginative writing.

ENG 6 Imaginative Writing (3)
An introduction to free and structured writing; the writing of poems, essays, and stories to develop creativity and critical appreciation. *Prerequisite: ENG 10A or ENG 10B.*

ENG 7 College Writing and Lab (2)
Principles and practice of writing, chiefly expository, with attention to critical thinking and analytical reading. Admission by placement. Students will work in writing lab as prescribed by instructor. This course should be followed by ENG 1B.

ENG 10AB Communication Skills (3-3)
A core element of the Associate in Arts program, offering integrated experiences in reading, writing, listening, and speaking. One semester required for A.A. degree.

ENG 11 Communication Skills for the Medical Profession (3)
Principles of written and oral, individual and group communication with an emphasis on oral techniques in producing coherent reports, specific descriptions, clear directions, and logical conclusions.

ENG 17 Literary Focus (3)
In-depth study of works selected by author, theme, or genre. May be repeated for credit.

ENG 18 Studies in World Literature (3)
Study of major works in world literature, representing a variety of periods, themes, and genres.

ENG 21/121 Classical Epic and Drama (3)
Reading of the *Iliad, Odyssey, Aeneid,* and several Greek tragedies. Study of their origins, development, meaning to the ancient world and to the contemporary reader.

ENG 22/122 The Bible as Literature (3)
Aspects of the Bible as art shaped by human artifice. Concerned with characters and their development in freedom; with literary elements such as theme, structure, voice, images, movement.

ENG 24/124 Study of Film (3)
Film as an art form, a study of techniques, with practice in viewing to increase awareness and enjoyment.

ENG 26/126 The American Experience (3)
An introduction to significant American myths and ideas through a study of selected American writing.

ENG 34 Pre-School Literature (3)
A survey of children's literature for lower division students interested in working with pre-school and primary grade children.

ENG 54 Studies in American Literature (3)
A study of poetry, fiction, and non-fiction representative of periods or trends in American literature.

ENG 61 How to Read Fiction (1)
Introduction to the reading of fiction, both short and long, as an art form; some emphasis on its evolution and power to widen the reader's experience.

ENG 62 How To Read Poetry (1)
Introduction to poetry reading and explication, moving from simple to complex forms, intended to enable the student to experience and enjoy poetry as an art.

ENG 63 How To Read a Play (1)
Introductory study of ways to respond to a printed play; attention to translating the written text into visualized mental performance.

ENG 73 Shakespeare (3)
A study of selected Shakespearean plays and poetry.

ENG 75/175 Selected Novelists (2-3)
Reading of major novelists from selected literary periods. Close study of language and structure as they embody and reveal meaning. *Prerequisite: ENG 2 or ENG 61.* May be repeated for credit.

ENG 76/176 Selected Poets (2-3)
In-depth reading and study of the work of several major poets from various literary periods. Comparison and contrast of related poems/themes/forms. *Prerequisite: ENG 2 or ENG 62.* May be repeated for credit.

ENG 77/177 Selected Dramatists (2-3)
Reading of major playwrights from selected literary periods; consideration of literary, historical, and technical questions. *Prerequisite: ENG 2 or ENG 63.*

ENG 91 Directed Study (1-3)
Study in a field of special interest, under the direction of a department member. May be repeated for credit.

ENG 92 Special Studies (3)
Exploration of special interest areas in the study of language and literature. May be repeated for credit.

ENG 93/193 Independent Reading (1-3)
Reading from works of some importance; student choices guided by lists arranged by period or genre. Although course may be repeated, the student is limited to three units total. Arrange with instructor. *Prerequisite: At least one college-level course in literature.*

ENG 94 Communication Skills Laboratory (1-3)
Individual instruction in communication skills — reading, writing, listening, speaking. Not transferrable towards Bachelor's degree at Chalon. May be repeated for credit with a maximum of 6 units towards A.A. degree.

ENG 95 Special Studies in College Writing (1)
Intensive experience in expository writing with emphasis on logical development of ideas and effective style. *Prerequisite: C or better in ENG 10A or ENG 10B, or equivalent.* Strongly recommended for A.A. students transferring to four-year colleges. Required for A.A. students who have completed ENG 10A or B and who are transferring to Chalon. A.A. students transferring to Chalon and who have completed only ENG 10A or B and not ENG 95 at Doheny are required to take ENG 1B at Chalon.

ENG 96/196 Workshop (1-3)
May be repeated for credit.

ENG 100/200 English Linguistics (3)
A diachronic and synchronic approach to the linguistic analysis of English; special focus on problems in the history and structure of the English language relevant to teachers in bilingual and cross-cultural programs. *Prerequisite: Demonstration of competency in traditional English grammar.*

ENG 101 History of the English Language (3)
Study of the history and development of the English language with special emphasis on the phenomena operative in language change.

ENG 102/202 Structure of Modern English (3)
Introduction to varieties of contemporary linguistic theories and their application to modern American English; study of transformational grammar.

ENG 105 Advanced Composition (3)
Developing practice in clear prose exposition; study of style and the basic structure of the language.

ENG 106 Creative Writing (1-6)
Exercise in creating short stories and poems from experience and observation. May be repeated for credit up to a total of six units; at least two units required of English majors. *Prerequisite: consent of instructor.*

ENG 107 Writing for Television (3)
Study of the broad field of television writing; practice in the areas of drama and comedy; occasional opportunities to meet and discuss their craft with working writers.

ENG 134 Children's Literature (3)
Wide reading of children's books: study of critics in the field, and of artist illustrators.

ENG 142 Literary History of England and America (3)
Overview of the literary culture of England and America from the beginnings to the present, focusing on the relationship between social conditions and literary production. Critical examination of the "historical approach" to literature.

ENG 143 English Literature from the Beginnings to 1660 (3-6)
Major works of the medieval and renaissance periods studied in the light of their historical contexts. May be repeated for credit up to a total of six units.

ENG 144 English Literature from 1660 to 1914 (3-6)
Major works of the Enlightenment, Romantic, and Victorian periods studied in the light of their historical contexts. May be repeated for credit up to a total of six units.

ENG 145 American Literature from the Beginnings to 1914 (3-6)
Major works of colonial, early federal, and nineteenth-century America studied in the light of their historical contexts. May be repeated for credit up to a total of six units.

ENG 146 English and American Literature from 1914 to the Present (3-6)
Study of major works of modern England and America; consideration of how the literature reflects the condition of society after the outbreak of World War I. May be repeated for credit up to a total of six units.

ENG 154/254 Selected American Writers (3)
In-depth critical reading of a few American writers, selected to give insight into the literature and ideas of a significant period or movement in American culture. Prerequisite: ENG 2, ENG 26, ENG 54, ENG 126 or ENG 145. May be repeated for credit.

ENG 171 Dante, "The Divine Comedy" (3)
A close reading and explication of the *Comedy* as a supreme work of art; focus on its major structural principle.

ENG 172 Chaucer (3)
Readings in the poetry of Chaucer, principally the *Canterbury Tales* and *Troilus and Criseyde*, with reference to the minor works.

ENG 173 Shakespeare (3-6)
Appreciation of Shakespeare's range and art as a playwright through study of works from different periods of his development; combination of in-depth and background study. *Prerequisite: ENG 2, ENG 63, or ENG 73.* May be repeated for credit up to a total of six units.

ENG 181 Theory and Criticism (3)
Advanced study in methods of examining and discussing literature. Practice in literary analysis. Consideration of selected major critical theories and documents.

ENG 182 Television Today (3)
Analysis and criticism of current television programs and professional television criticism; a broad study of administrative, production, and creative processes in television; occasional visits to television programs in production.

ENG 190 Internship (1-6)
Students are placed and supervised in business or administrative positions that make use of the skills developed in the major study. Usually taken in final term of residence. *Prerequisites vary and are determined in consultation with the departmental coordinator.*

ENG 191/291 Directed Study (1-3)
Study in a field of special interest, under the direction of a department member. May be repeated for credit.

ENG 192/292 Special Studies (3)
In-depth exploration of special interest areas in the study of language and literature; interdisciplinary and cross-disciplinary studies; investigations into literature and ideas. May be repeated for credit.

ENG 199 Senior Paper (0-1)
Senior English majors must complete a critical, research, or creative essay under the direction of a department member; they enroll in ENG 199 during the term in which they complete the work. Occasionally an outstanding paper earns one unit of credit.

ENG 204 Comparative Bilingual Studies (3)
Provides the academic background and practical experience for making contrasting analyses on the levels of phonology, morphology, syntax, and graphology. Special attention is given to relating the techniques and results of such analyses to bilingual and English as a second language teaching situation. *Prerequisite: ENG 100 or ENG 200.*

English As A Second Language

ESL 7J Beginning English as a Second Language (0)
Intensive basic English for foreign students.

ESL 8J Intermediate English as a Second Language (3)
Intermediate drill in English language skills for foreign students; grammar, composition, reading. *Prerequisite: ESL 7J or instructor's signature.*

ESL 9J Advanced English as a Second Language (3)
Advanced English language study for foreign students: grammar, composition. *Prerequisite: ESL 8J.*

ESL 103J Studies in Language and Communication (3)
A multi-dimensional approach to language: listening, speaking, reading, writing.

ESL 104J Bilingual Comparative Studies (3)
Systematic analysis of English and Spanish language patterns. *Prerequisite: ESL 9J.*

ESL 105J, ESL 106J Advanced Composition for Foreign Students (3-3)
Development of writing skills; style of written English. *Prerequisite: ESL 9J.*

ESL 125J Approaches to Literature (3)
Study of a selection of great works; experience in critical and creative reading. May be repeated for credit. *Prerequisite: ESL 9J.*

ESL 128J, ESL 129J Introduction to Literature for Foreign Students (3-3)
Reading in English and American literature; vocabulary, comprehension. *Prerequisite: ESL 9J.*

French

FRE 1, FRE 2 Elementary French (3-3)
Develops fundamental skills: speaking, reading, understanding, writing. Use of language laboratory is required. Classes feature active practice and exchange in French.

FRE 3 Intermediate French (3)
Continues the development of all four language skills, emphasizing vocabulary building, perfecting pronunciation, increasing fluency. Language laboratory use is required. Class conducted in French.

FRE 4AB Intermediate French (3-3)
Continues the development of the four language skills. Selected literature and culture readings discussed and analyzed in French to enrich vocabulary and improve writing ability.

FRE 8 Phonetics and Conversation (3)
Concentrates on the fundamentals of phonetics, vocabulary building and conversation at the intermediate level with emphasis on correct intonation and pronunciation. *Prerequisite: FRE 3.*

FRE 25 Advanced Grammar (3)
A thorough review of the structure of the language with concentration on the more complex points of French grammar; exercises in prose composition. Prerequisite: FRE 4AB.

FRE 32/132 History and Civilization of France (3)
A background course for the study of French literature. Historical, social, and cultural development of France with emphasis on contemporary aspects of French civilization. *Prerequisite: FRE 4AB.*

FRE 94/194 Study/Travel (1-6)

FRE 101 Stylistics and Composition (3)
Exercises in rhetoric, stylistic analysis; original compositions. *Prerequisite: FRE 25.*

FRE 112AB Introduction to the Study of French Literature (3-3)
An introduction to poetry, prose fiction and drama, tracing the development of each genre from the middle ages to the end of World War II. Special attention given to literary theory and criticism of works studied.
A. From the Middle Ages through the French Revolution.
B. From the French Revolution to World War II.
Prerequisite: FRE 4AB.

FRE 123 Literary Expression of Medieval and Renaissance Thought (3)
Themes, ideas, and forms of medieval and renaissance literature as an expression of the life, thought and attitudes of the times. Poetry, prose, drama, *Prerequisite: FRE 112A.*

FRE 125 Masterpieces of the 17th Century: Prose and Poetry (3)
Study of the different trends in prose and poetry with analysis of the major works. *Prerequisite: FRE 112AB.*

FRE 126 The Classical Theatre: Corneille, Racine and Molière (3)
A study of French Classicism as it is exemplified in the tragedies of Corneille and Racine, and the comedies of Molière. *Prerequisite: FRE 112AB.*

FRE 127 The Age of Enlightenment (3)
A study of the artistic and intellectual trends of the eighteenth century as revealed by the major poets, dramatists, and prose writers of the period; the intellectual origins of the French Revolution. *Prerequisite: FRE 112AB.*

FRE 129 The Literary Genres of the Nineteenth Century (3)
A study of the artistic and intellectual currents of the nineteenth century as revealed by the major poets, novelists and dramatists of the period. Interpretation and analysis of selected works. *Prerequisite: FRE 112AB.*

FRE 134 Twentieth Century Literary Trends (3)
Intensive study of the different trends of contemporary poetry, theater and novel with analysis and interpretation of selected works. *Prerequisite: FRE 112AB.*

FRE 190AB Special Studies (3-3)
Courses designed to investigate in-depth areas of special literary interest: genres, authors, themes. Internship program in areas related to French.

FRE 191 Senior Thesis (1)
French majors must complete a senior thesis in literature under the direction of a department member. They enroll in FRE 191, *Senior Thesis,* during the term in which they complete the work. Upon acceptance of the paper by the department, the student receives one unit of credit and no grade.

FRE 199AB Independent Studies (1-3; 1-3)
Directed readings and research. For qualified students with the approval of the department.

German

GER 1, GER 2, GER 3 Elementary German (3-3-3)
Develops fundamental skills in understanding, speaking, reading and writing. Intensive use of the language laboratory.

GER 4, GER 5 Intermediate German (3-3)
Conversation stressed. Introduction to culture and civilization of the German-speaking peoples. *Prerequisite: GER 3 or equivalent.*

History

HIS 1AB Western Civilization (3-3)
An historical study of the major elements in man's heritage designed to introduce the student to the ideas, attitudes, and institutions basic to western civilization.

HIS 5/105 European Leaders and Ideas in Ferment and Flux
A study of the major people and forces which shaped European culture and institutions from the mid-19th century to the present.

HIS 7ABC American Civilization — Colonial and Revolutionary Traditions (1-1-1)
This course will spotlight the colonial and revolutionary traditions as well as trace their contributions to the thought and values in American character. Emphasis on the Puritan tradition, pre-Revolutionary America, and constitutionalism in a new nation.

HIS 7DEF American Civilization — 19th Century (1-1-1)
This offering will feature three developments in the 19th century which shaped American society and its values. The areas selected will be the multi-faceted Jacksonian period, the slave system in Southern culture and the development of business enterprise in the post-Civil War era.

HIS 7GHI American Civilization — 20th Century (1-1-1)
This course is aimed at in-depth examination of three pivotal epochs in modern American development: the progressive Reform Era, the New Deal Economic changes and the post-World War II foreign policy revolution. Each part will focus on the dominant themes and currents which shaped American values. Fulfills CPE requirement.

HIS 17 Trends in American History and Institutions (3)
The constitutional problems of the American Revolution, the founding of the American Republic, the later crises brought on by sectionalism and slavery, the socio-economic implications of these crises, the evolution of the presidency since 1900, the changing relationships of the federal government to the economy, and the growth of executive power.

HIS 22/122 Europe: Knights, Monks, Monarchs, and Merchants (3)
The high middle ages; Church and State; rise of the feudal monarchies; the dynamics of medieval culture as reflected in literature, art, education, law, science, and philosophy.

HIS 25/125 Cultural and Historical Geography (3)
A survey of the basic cultural elements of geography, of their correlation with the physical elements, and of the geographic factors basic to the study of history and the social sciences.

HIS 27 U.S. History and Institutions for Foreign Students (3)
The constitutional problems of the American Revolution, the founding of the American Republic, the later crises brought on by sectionalism and slavery, the socio-economic implications of these crisis, the evolution of the presidency since 1900, the changing relationships of the federal government to the economy, and the growth of executive power. Limited to foreign students. Fulfills CPE requirement.

HIS 42/142 Europe: Politics and Theology in the Age of Reformation (3)
An examination of the currents and influences of religious disunity, the Reformation, dynastic wars, and the counter-Reformation.

HIS 75/175 U.S. The Twentieth Century (3)
A study of the twentieth century aspects of American life, national and international problems; the place of the United States in world affairs. Fulfills CPE requirement.

HIS 76/176 The American Democratic Republic (3)
This course emphasizes the historical development of the United States as illustrated in the federal and state constitutions, the courts, and the legislature; the power of the executive as policy maker; the development of foreign policy. Fulfills CPE requirement, not generally accepted as part of the history major.

HIS 93/193ABCD Studies in Selected Historical Problems/ Topics (3-3-3-3)
The course will reflect special areas of research by various faculty members and visiting lecturers. The particular area of study will be announced in the semester schedules.

HIS 101 The Writing of History (3)
An examination and practice of the methods of modern research and the particular tools of history: chronology, analysis, and interpretation. Attention is given to the craft of working with different sources and the development of style. This course will include a research paper.

HIS 112 Economic History of Europe (3)
The rise and spread of commerce and capitalism in Western Europe; a critical evaluation of the concept of the Industrial Revolution; the economic development of the modern European state; the process of economic cooperation and integration.

HIS 113 Economic History of the United States (3)
See ECO 113.

HIS 121 The Early Medieval World (3)
Heirs of the Roman Empire, Byzantium, Western Europe, and Islam, Carolingian Europe and new invasions; feudalism; territorial, economic, and religious frontiers.

HIS 124AB History and Civilization of the Near East (3-3)
A. Islamic Civilization: From Mohammed to the 18th century. A history of the revelation received by Mohammed and of the Arab, Iranian and Ottoman Turkish societies based on the Koran. The contact of Christian Islamic soldiers, merchants, philosophers, architects and artists studied through events such as the Crusades and the fall of Constantinople and by means of the literature and visual arts of the age. B. Muslim, Christian and Jewish nations: From the decline of the cosmopolitan Ottoman Turkish and Iranian empires in the 18th century to the emergence of the contemporary nation states. Persia and Egypt as examples of Islamic nationalism versus European imperialism; the background of Turkish-Christian and Arab-Jewish conflict.

HIS 141 Europe: The Age of Transition (3)
An examination of the transition from medieval to early modern European society with emphasis on theological, humanistic, and cultural achievements.

HIS 143 Europe: The Old Regime and the Enlightenment, 1660-1789 (3)
The European search for security and the effort to reconcile the Old Regime with the New Science of the Enlightenment. An examination of the attempts to maintain the political balance and growth of forces leading to the modern world.

HIS 146 Europe: The Age of Revolution and Nationalism, 1789-1871 (3)
A study of class conflicts, culture and nationalism in the period from the beginning of the French revolution to the unification of Italy and Germany and the Commune of Paris. The intellectual and artistic achievements of figures such as Goya, Beethoven, Stendhal, Darwin, Marx, and Wagner will be treated in relation to the political, social and cultural trends of this period.

HIS 147 Europe: The Age of Imperialism and Totalitarianism, 1871-1945 (3)
The history of Europe in the German era from the establishment of the Second Reich to the collapse of the Third. A study of soceity and culture in nations preparing for and conducting total war. The intellectual and artistic achievement of figures such as Nietzsche, Freud, Mann, Nijinsky, Orwell, and Picasso will be treated in relation to the political and intellectual currents of the period.

HIS 148AB History of Russia (3-3)
A. Russia to 1860. A survey of the political, economic, and social developments, and of foreign relations in the Kievan, Muscovite, and St. Petersburg periods.
B. Russia from 1860 to present. Reform and radical movements, international politics, the era of revolutions in Russia, and the formation. Internal developments and foreign relations of the Soviet Union.

HIS 160 The Social History of Spain (3)
The course deals with the period since the Reconquest, with emphasis on the crises in religious life, regional integration and class relations, culminating in the civil war of the 20th century.

HIS 162AB History and Civilization of Latin America (3-3)
A. Latin American Civilization
A survey of pre-Columbian and Latin American social and cultural history, with stress on the values and institutions which have created modern society in the Latin American world.
B. Latin American Nations
A study of selected major nations of topical interest and of the role of the revolution, military dictatorship, and reform as vehicles of modernization. May be repeated with the consent of the instructor.

HIS 165AB/265AB History of the Spanish-Speaking Peoples of the United States (3-3)
A. Latin American Culture
A survey of the indigenous civilizations, the influence of Spain and of the modern impact of the United States, with stress on the social and cultural changes in Mexico which have caused migration northward. Reference to the history of other nations which have representation in Southern California.
B. The Spanish-Speaking in the United States
A study of the Spanish-speaking peoples in the United States today. The history, contemporary status, and emerging future of the Mexican Americans, with attention to the Puerto Ricans, Cubans, and other communities of importance to Southern California.

HIS 170 The Expanding Atlantic Community: The Colonial Era (3)
The study of the founding and of the political, social, and economic history of the thirteen colonies and their neighbors, with attention to European backgrounds.

HIS 171 U.S.: Revolutionaries and Constitutionalists (3)
The American Revolution, Confederation, and union under the Constitution; the social, economic, and cultural development of the United States to 1800.

HIS 172 U.S.: Jeffersonianism and Jacksonianism (3)
The political and social history of the United States from 1801 to 1850; political developments, western settlements, territorial expansion, economic developments, and the roots of intersectional conflict.

HIS 173 U.S. Civil War and Reconstruction Era (3)
Concentration on the causes underlying the outbreak of the conflict between the North and South; the formation of the Confederate States; the war years; reconstruction and its effect on American civilization.

HIS 174 U.S. Industrialism, Populism and Progressive Reform (3)
A study covering the rise of American industrialism in the 1860's through labor trends, the Populist Revolt, Imperialism, and Progressive Reforms of Roosevelt, Taft, and Wilson.

HIS 178 Diplomatic History of the United States (3)
A survey of the factors entering into the formation and the carrying out of American foreign policy, with emphasis on twentieth century developments and post World War II problems.

HIS 179 Constitutional History of the United States (3)
The evolution of the fundamental characteristics and trends in American Constitutional development with emphasis on contemporary problems. Fulfills CPE requirement. Consent of instructor necessary for non-majors and non-minors.

HIS 181 The American West (3)
A consideration of the special problems in American history resulting from the impact of civilization on an open frontier. The Turner thesis is examined and the particular characteristics and contributions of the fur-trading, mining, cattle, and farming frontiers are studied.

HIS 188 California History (3)
The social, economic, cultural, and institutional development of California through the Spanish, Mexican, and American periods; the influence of the development of the Pacific Coast on the United States, nationally and internationally.

HIS 190 Workshop (1-3)
May be repeated for credit.

HIS 197ABC Readings in Historical Literature (1-3)
Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and present. Limited to majors in history.

HIS 198 Historiography (3)
An introduction to the most significant hisorians and historical works. Evaluation of representative historians, including their (1) philosophy of history, (2) methods of gathering information, (3) use and criticism of sources, (4) credibility, and (5) artistic presentation. Required of history majors in the senior year.

HIS 208ABCD Seminar: Selected Historical Problems or Topics (3-3-3-3)
Particular area or subject announced in the schedule.

HIS 254ABCD Seminar: Selected Areas of European History (3-3-3-3)

HIS 262AB Seminar: Latin American History (3-3)

HIS 270ABCD Seminar: U.S. History (3-3-3-3)

HIS 293 Problems in Methods and Techniques of Teaching History and the Social Sciences (3)
Required for MAT in history. Includes methods and techniques but emphasizes comprehension, organization and presentation of

materials together with bibliography, with attention to integrated role of the social sciences in the teaching process.

HIS 295 Guidance and Preparation for the M.A.T. Examination (0)

Human Services

HSP 94/194 Gerontology Seminar (2)
An examination of the current issues and trends operative in society today with an emphasis on their effects on the quality of life of the aging American.

HSP 196 Thanatology Seminar (3)
A multi-discipline approach to death and dying. Some foci will be literary themes and philosophical and religious questions which deal with personal and cultural attitudes toward death, and the biological aspects of the dying process.

Interdisciplinary

INT 4/104ABCDEFGH Civilization and Culture (Each module 1½-1½) (12)
Each self-contained module explores a cultural age or epoch using a dominant figure, idea or social movement as the focal point. Each is an interdisciplinary offering bringing together the appropriate disciplines from art, economics, history, literature, music, philosophy, political science, psychology, sociology, and theology.

Ancient World to 500 A.D.
A. The Age of Pericles: The Golden Age of 5th Century B.C. A study of fifth century B.C. Athens in the time of Pericles. Examination of the achievements and failures of democracy and its extraordinary cultural contributions to world civilization.
B. The Age of Augustus in Rome. A study of imperial Rome in the time of Caesar Augustus. Examination of conditions in the Empire during the *Pax Romana* and the cultural achievements of this Golden Age in world civilization.

Medieval and Renaissance, 500-1600
C. The Age of Aquinas in the 13th Century. "The Age of Aquinas" or "How to be Really Gothic!" involves a survey of the twelfth-thirteenth centuries from the viewpoint of gothic style and its influence on structure and content in philosophy, literature, music, art and society.
D. The Age of the Renaissance. This module attempts to understand "the Renaissance man" in a time extraordinarily rich in culture and in influence on modern history.

Early Modern World, 1500-1800
E. Age of Louis XIV in 17th Century France. This is a study of French institutions and culture in the reign of the "Sun King." Both the golden age of French culture and the social attitudes of the lower classes are the focus of this historical period.
F. The Industrial Revolution. The factors which led to the industrialization in England as well as its cultural and institutional influences are the basis for this eighteenth century economic investigation.

The Modern World, 1800 to Present
G. The Age of Romanticism. The literary figures of the early nineteenth century are the center for interpreting the multi-faceted aesthetic and cultural aspects of the Romantic Movement. The primary focus is on English and German developments.
H. The age of Dictatorship — Nazi Germany. The rise of authoritarian role in the twentieth century — Germany in particular — is the main thrust of this historical study. The social and economic patterns that brought this development about and later supported the Nazi regime are the central themes for analysis.

INT 20/120 Mythology (3)
An introduction to the study of mythology; the historical and social significance of mythology in various cultures.

INT 31/131 Focus I (2)
A seminar for women returning to higher education designed to focus personal goals and academic options, to provide supportive discussion of the problems of "re-entry" and to consider the risks and rewards of reassessment and growth. The course seeks to heighten one's ability to see, power to act more resolutely, wisdom to accept both the consequences and the continuing questions.

INT 32/132 Focus II (2)
A seminar for women returning to higher education designed to focus the problem of knowledge: the process, its extent and limits, its power and responsibilities, its application to problems in contemporary society. The question is approached from an interdisciplinary point of view with a panel of guest faculty present at each class meeting.

INT 94/194 Study/Travel: Seminar (1-6)

INT 95/195 Study/Travel: European History and Culture (1-6)

INT 180 Seminar in Ideas and Culture (3)
An interdisciplinary seminar in a selected period or movement in European or American civilization; emphasis on historical, literary, and philosophical sources. Specific topics will be announced in semester schedules. May be repeated for credit.

Italian

ITA 1, ITA 2, ITA 3 Elementary Italian (3-3-3)
Develops fundamental skills in understanding, speaking, reading and writing. Intensive use of the language laboratory.

ITA 4, ITA 5 Intermediate Italian (3-3)
Stress is laid on conversational Italian; culture and civilization are introduced. *Prerequisite: ITA 3 or equivalent.*

Journalism

JRN 8AB/108AB Journalism (3-3)
Instruction and practice in various forms of journalistic writing: news, interpretation, features, opinion.

JRN 9/109 Journalism Workshop (1-3)
View practicum; not applicable to English major.

Mathematics

MTH 1 College Algebra (3)
Set language and notation, real and complex numbers, fundamental operations, inequalities; polynomial, exponential, and trigonometric functions and their graphs; permutations, combinations, binomial theorem.

MTH 3AB Mathematical Analysis I (3-3)
Differential and integral calculus of elementary functions with associated analytic geometry; techniques and applications. *Prerequisite: Three to four years of high school mathematics including trigonometry and a full year of advanced algebra or the satisfactory completion of MTH 1, College Algebra. Students having some deficiencies in formal high school courses may qualify by obtaining the consent of the department and/or passing an examination.*

MTH 4AB Mathematical Analysis II (3-3)
Improper integrals, polar and spherical coordinates with applications, series, multivariable calculus, elementary differential equations. *Prerequisite: MTH 3B.*

MTH 9/109 Introduction to Computer Processes (3)
An introduction to computer processes for the non-mathematics major. Description of the computer, its logical structure and functioning, input-output and storage, peripheral equipment, the data processing cycle, programming using the Basic language.

MTH 10/110 Mathematical Ideas (3)
Topics in mathematics chosen to illustrate the mathematical way of thinking and to acquaint liberal arts students with mathematics as an art and science. This course is intended primarily for non-mathematically oriented students; those having a strong background in mathematics need the consent of the instructor before enrolling.

MTH 19 Machine Language Programming (3)
Base conversion, arithmetic in other bases, complementary arithmetic; programming of jumps, decisions, loops, subroutines, and macros in machine language; applications in related disicplines. *Prerequisite: MTH 9.*

MTH 20 Advanced Programming (3)
Advanced programming and computation of elementary mathematical functions; Fortran language, single and multi-dimensional arrays, functions and subroutines, declarative statements; evaluation of polynomials by synthetic division, derivatives, integrals in one and two dimensions, determinants, Gaussian reduction. *Prerequisites: MTH 3A and MTH 9.*

MTH 35/135 Introduction to Biostatistics (3)
An introduction to methods of statistical analysis with special attention to biomedical applications. Topics include sampling, distributions, tests of hypotheses, significance and confidence levels. Not open for upper division credit to mathematics majors.

MTH 38/138 Elements of Probability and Statistics (3)
Elementary probability theory, properties of distributions, sampling, estimation, hypothesis testing, correlation. Not open for upper division credit to mathematics majors.

MTH 50/350 Modern Mathematics (3)
Sets, numeration systems, properties of integers, rational and real numbers, elementary number theory. This course is intended primarily for elementary teachers.

MTH 51/351 Modern Geometry (3)
Intuitive geometry of lines, planes, and space; congruence, similarity, measurement, geometric constructions; elements of spherical and coordinate geometry. This course is intended primarily for elementary teachers.

MTH 99 Special Studies in Mathematics (1-3)
Independent or group studies in mathematics. Course may be repeated for credit. *Prerequisite: Approval of the department and consent of the instructor.*

MTH 102 Advanced Calculus (3)
Set theory, real numbers and their topology, limits, continuity, differentiation and integration theory. *Prerequisite: MTH 4B.*

MTH 103 Linear Algebra (3)
Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues and eigenvectors. *Prerequisite: MTH 3B.*

MTH 105/205 Complex Analysis (3)
Complex numbers and functions, analytic functions, integration, conformal mapping. *Prerequisite: MTH 102.*

MTH 111 Abstract Algebra (3)
Numbers and number systems, groups, rings, fields; homomorphism and isomorphism theorems. *Prerequisite: MTH 3B.*

MTH 113/213 Probability and Statistics (3)
Probability as a mathematical system, random variables and their distributions, limit theorems, statistical applications, hypotheses testing. *Prerequisite: MTH 3B.*

MTH 128/228 Numerical Analysis (3)
Curve fitting, interpolation, numerical integration, solution of algebraic and transcendental equations, numerical solution of differential equations. *Prerequisite: MTH 4B.*

MTH 133 Systems Analysis and Operations Research (3)
Cost-benefit analysis, mathematical economics, linear programming, dynamic programming, analysis of algorithms, and graph theory. *Prerequisite: MTH 3B.*

MTH 137 Information Systems Seminar (3)
Topics chosen from logic design, switching theory, data structures, computer architecture, theory of computation, and programming languages. *Prerequisites: MTH 3B, MTH 20.*

MTH 199/299 Special Studies in Mathematics (1-3)
Independent or group studies in mathematics. Course may be repeated for credit. *Prerequisite: Approval of the department and consent of the instructor.*

Music

MUS 1AB-CD/101AB-CD Musicianship I (4-4)
(Harmony — 3; Solfege — 1) Lecture and laboratory, five hours each week for two semesters. A functional study of the theoretical aspects of music including scales, modes, intervals, two- and three-part counterpoint, and elements of harmony up to the chord of the seventh. Development of aural, visual, singing, writing and playing skills in notation, scales, modes, rhythm, and melodic and harmonic intervals.

MUS 2AB-CD/102AB-CD Musicianship II (4-4)
Harmony (3); Solfege (1). Lecture and laboratory, five hours each week for two semesters. Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Development of aural, visual, singing, writing, and playing skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms.

MUS 3AB/103AB Creative and Theoretical Concepts of Music (4-4)
A. A functional approach to the theoretical aspects of music including development of skills in the singing, playing, and writing of scales, intervals, chords, and elementary harmony. Designed for music minors and other non-music majors.
B. A functional exploration of counterpoint, analysis and orchestration for music minors and other non-music majors.

MUS 4/104 Guitar Class (1)
Class instruction in the basic technique and performance of the guitar, development of music reading skills and appropriate repertoire. Students must provide their own instrument. Class is open to both music and non-music majors on beginning and intermediate levels. May be repeated for credit.

MUS 5ABCD Music Literature Repertoire (½-1½-1½-½)
Study of the masterpieces of music through performances, coaching, concert attendance, lectures, and systematic guided listening. Required of all lower division music majors.

MUS 6 Introduction to the Art of Music (3)
A course which explores the art of music from a variety of avenues in order to heighten awareness, understanding and appreciation of this art. Study of the stylistic, creative, and theoretical aspects of music for the non-music major.

MUS 7/107 Voice Class **(1)**
Study of fundamental techniques of breath control, tone production, diction, and interpretation. Development of appropriate repertoire. Open to both music (other than voice major) and non-music majors. May be repeated for credit.

MUS 8/108 Piano Class **(1)**
Class instruction in the development of fundamental keyboard skills. Performance and interpretation of piano compositions in styles suitable to grade level. Classes are open to both music and non-music majors on beginning and intermediate levels. May be repeated for credit.

MUS 9/109 Organ Class **(1)**
Class instruction in fundamental techniques, registration and performance. *Prerequisite: Sufficient piano technique to play Bach Two-Part Inventions and easier Mozart and Beethoven Sonatas.* May be repeated for credit.

MUS 10/110 Gregorian Chant **(1-2)**
Study of the rhythm, modes, chironomy and interpretation of Gregorian chant. Survey of its history and liturgical use.

MUS 12/112 Music and Worhsip **(3)**
An introductory course in Church music aimed at educating for leadership in the area of pastoral service. Repertory, curriculum, legislation, and techniques for the use of music in worship.

MUS 13/113 Applied Music **(1-3)**
Private instruction — instrumental or vocal. For non-music majors. May be repeated for credit.

MUS 15/115 Applied Music **(1-4)**
Private instruction — instrumental or vocal. For music majors. May be repeated for credit.

MUS 16/116 Development of Jazz **(1-2)**
An introduction to the nature, process, and history of jazz.

MUS 19/119 Chorus **(1)**
Study and performance of masterpieces of choral literature from all periods. Open to all college students, and to qualified high school students with senior standing. May be repeated for credit.

MUS 20/120 Mount Community Orchestra **(1)**
Study and performance of symphonic literature of all periods. *Prerequisite: Consent of instructor.* May be repeated for credit.

MUS 21/121 Mount Singers **(1)**
Study and performance of masterpieces of choral literature from all periods. Open to college students by audition and to qualified high school music students with senior standing by audition and recommendation of high school music instructor. May be repeated for credit.

MUS 22/122 Ensemble/Coaching **(1)**
Study and performance of significant keyboard and vocal ensembles. May be repeated for credit. *Prerequisite: Consent of the instructor.*

MUS 23/123 Chamber Music **(1)**
Study and performance of chamber music for various instrumental and/or vocal combinations. May be repeated for credit. *Prerequisite: Consent of instructor.*

MUS 24/124 Musical Style Through the Ages **(3)**
The development of musical style through each period of history from ancient Greece to the present day. Study of selected masterpieces of music and their composers in historical context.

MUS 25/125 Women's Chamber Ensemble **(1)**
Study and performance of masterpieces of music for small ensemble of women. May be repeated for credit.

MUS 26/126 Brass Instruments: Introductory Techniques **(1)**
Elementary instruction and techniques, care of instruments and survey of methods.

MUS 27/127 Woodwind Instruments: Introductory Techniques **(1)**
Elementary instruction and techniques, care of instruments and survey of methods.

MUS 28/128 Percussion Instruments: Introductory Techniques **(1)**
Elementary instruction and techniques, care of instruments and survey of methods.

MUS 29/129 String Instruments: Introductory Techniques **(1)**
Elementary instruction and techniques, care of instruments and survey of methods.

MUS 30/130 Creative Music Experience **(3)**
An introduction to the conceptual structure of music. Emphasis is placed on rhythm, melody, creativity, style, and harmony. This course serves as basic preparation for the elementary and intermediate school instructor. It includes instruction on melodic and percussion instruments, observation and participation, and programmed instruction in fundamentals. *Prerequisite: MUS 6 or adequate background.*

MUS 31/131 Music for the Young Child **(3)**
An introduction to the conceptual structure of music and the initial preparation for the instruction of children eight years and younger. Emphasis is placed on rhythm, melody, style, movement, use of instruments, and the relation of music to the different stages of child development.

MUS 64/164 Music and Life **(3)**
Music, as it contributes to the quality of life and continued personal growth of the aging adult. *Prerequisite: MUS 6.*

MUS 94/194 Study/Travel **(1-6)**

MUS 105 Music Literature Repertoire **(½)**
Study of the masterpieces of music through performance coaching, concert attendance, and occasional lectures on special subjects and topics of current interest. Required each semester of all upper division B.M. majors.

MUS 111 Master Class Sessions in Interpretation **(1)**
The interpretation of great literature under the guidance of artist teachers. May be repeated for credit.

MUS 114 Voice Literature **(2)**
Survey of selected masterpieces of music written for solo voice throughout the centuries.

MUS 117 Vocal Development **(2)**
Study of various approaches to vocal technique. Demonstration of various timbres and voice qualities. Survey of vocalises and song literature for the developing voice. Fundamentals of stage presence.

MUS 118 The Musical Theater Repertoire **(1-3)**
Study and performance of works from the musical theater repertoire. Brief history of the American musical theater. Open to music majors and non-music majors with the consent of the instructor. May be repeated for credit.

MUS 132AB Counterpoint **(2-2)**
A. Writing and analysis of pieces in eighteenth-century style for two and three voices.
B. Continatuion of the above. Four and five voices, canon, and fugue. Private instruction.

MUS 133 Music Analysis **(2)**
Detailed analysis of the music forms found in the literature of the last five centuries.

MUS 134AB Orchestration (2-2)
A. Designed to provide facility in writing for various instrumental combinations. Techniques, analysis and use of the orchestra by the composers of the 18th, 19th, and 20th centuries. Includes ranges, tonal possibilities, technical limitations.
B. Advanced orchestration to be taken in private sessions with instructor.

MUS 135 Composition (1-3)
Analysis and composition of music in various styles, forms, and instrumental and/or vocal combinations. May be repeated for credit.

MUS 136 Technique of Arranging (2)
Study of arranging techniques for various choral and instrumental ensembles, including accompaniments, descants, special effects, choral style voicing, contrapuntal and mixed voicing. *Prerequisite: MUS 1ABCD, MUS 132A, MUS 133.*

MUS 137 Diction for Singers (2-3)
The fundamentals of phonetics and sound production in Italian, French and German as applied to singing.

MUS 138 Advanced Musicianship (2)
Analysis and techniques used in contemporary music. Comprehensive study of twentieth century harmony, and writing of music in contemporary style.

MUS 139AB Instrumental Conducting (2-2)
A. Study of baton technique, score reading, and interpretation of orchestral literature.
B. Special problems in the interpretation of instrumental literature.

MUS 140AB Choral Techniques (2-2)
A. Study of baton technique, score reading and interpretation of choral literature of various styles.
B. Special problems in the interpretation of choral literature from the sixteenth century to the present.

MUS 141 Music History: Ancient, Medieval, Early Renaissance (3)
The history of music from Hellenic times to the death of Josquin. Elementary principles of performance practice; the evolution of notation and musical theory.

MUS 142A Music History: Renaissance and Baroque (3)
The history of music from the early sixteenth century to the death of J.S. Bach. Stylistic idioms; vocal and instrumental performance practices.

MUS 142B Music History: Analysis (1)
Detailed analysis of selected renaissance and baroque works. Concurrent with MUS 142A.

MUS 143A Music History: Classical and Romantic (3)
The history of music from pre-classicism through the nineteenth century to Wagner.

MUS 143B Music History: Analysis (1)
Detailed analysis of classical and romantic works. Concurrent with MUS 143A.

MUS 144A Music History: Post-Romantic and Twentieth Century (3)
The history of music from the post-romantic era to the present. Developments in theory and aesthetics, folk influences, "neo" movements, new definitions of music.

MUS 144B Music History: Analysis (1)
Detailed analysis of post-romantic and twentieth century works. Concurrent with MUS 144A.

MUS 145AB Seminars in Music History and Literature (3-3)
Special studies in a single formal genre, historical periods, or representative composers.

MUS 146 Special Projects in Music (1-3)
A. Vocal Literature
B. Instrumental Literature
C. Music History and Literature
D. Church Music
E. Theory and Composition
F. Music Education
G. Musicianship
H. Chamber Music
I. Choral Music
J. Music Therapy
K. Conducting
L. Special Subject

MUS 147ABC Seminar in Music Education (3-3-3)
Overview of the organization of music in the schools. Scheduling, length, and content of music offerings. Consideration of general music classes, chorus, glee clubs, orchestras, bands, ensembles, theory, music literature, and humanities. Observation and some supervised teaching.
A. Emphasis on the total school music program.
B. Emphasis on the Elementary School music program.
C. Emphasis on the Secondary School music program.

MUS 148 Collegium Musicum (1)
Study, discussion, and informal performance of music from selected periods through the early eighteenth century.

MUS 149 Research Projects in Music Education (1-3)
Investigation of specific areas chosen by the student and related to music teaching in the schools.

MUS 150 Accompanying (1)
Study of the art of accompanying instrumentalists and vocalists as soloists and in small and large ensembles. May be repeated for credit.

MUS 151A Creative Piano Teaching (2)

MUS 151B Creative Voice Teaching (2)

MUS 151C Creative Teaching — Instrumental Area (2)
Analysis and comparison of various procedures for beginning and intermediate instruction. Approaches to the art of teaching. Review of materials. Guided teaching incorporated.

MUS 152 The Arts in Western Civilization (3)
Comparative history of musical, artistic, and literary forms and styles as they develop and interrelate throughout the civilizations of the West from the ancient Greeks to the present time.

MUS 154 The Art of Teaching Choral Music (1-2)
Organizational aspects of choral groups in church and schools. Study of rehearsal and performance techniques, voice production and repertoire for various groups.

MUS 155 Teaching Music Theory (2)
The study, practice, and evaluation of various pedagogical approaches to music theory. Evaluation of text and teaching materials.

MUS 156 Teaching Music Literature (2)
The study, practice, and evaluation of various pedagogical approaches to music literature. Evaluation of texts and teaching materials.

MUS 157 Seminar in Church Music (2)
Historical perspectives of sacred music and its use in various liturgies. Current trends and repertoire.

MUS 158 The Art of the Harpsichord **(1-3)**
The mechanism and technique of the harpsichord. Overview of selected music from the masters of the harpsichord.

MUS 159 Music of Women Composers **(1-2)**
An overview of "herstory" in music from the twelfth century to the present. Includes a study of the lives of women composers, educational and sociological barriers affecting women's contributions to music, and pertinent scores and recordings.

MUS 160 Interpretation of Renaissance Choral Music **(1-2)**
Study, analysis, and performance of choral literature from the golden age of polyphony.

MUS 161 Experiments in the Arts **(1-3)**
Current trends and developments in the fine arts; emphasis on music.

MUS 162 Folk Music of Europe and America **(2)**
Exploration of the treasury of folk music from selected European countries and America.

MUS 163 American Music: From Imitation to Creation **(3)**
A survey of the development of American music as it reflects the time and place of its creation.

MUS 165 Business in Music **(3)**
A seminar explaining music merchandising, radio and television industry, publishing, performance management, recording, and other areas of the music industry.

MUS 166 Music in Non-Western Cultures **(2)**
A survey of music in the life and culture of the non-western world; examination of theoretical aspects of non-western music, instruments, forms, and performance.

MUS 190 Workshop **(1-3)**
May be repeated for credit.

Nursing

NUR 5 Orientation to Nursing **(2)**
An introduction to concepts underlying the philosophy of nursing, the role of nursing in society, an understanding of the person as a bio-psycho-social being, and an assessment of well persons, using the Roy adaptation model of nursing. *Prerequisite: PSY 2, Psychology of Communication.* B.S. program.

NUR 20 Introduction to Medical Science **(3)**
Theory basic to diagnosis, treatment, and rehabilitation of persons with common biophysical pathology. Concepts of health and disease as related to the stages of (a) disease foundation and prediseases factors, (b) presymptomatic disease conditions, (c) symptomatic diseases, and (d) irreversible conditions. Pathology is studied as a disruption in the body's structure, function, and regulatory mechanisms. Pharmacology is taught as related to each pathological process. A.A. program.

NUR 21A Nursing Science Theory I **(2)**
Lecture, 2 hours. An introductory study of the concepts underlying the Roy adaptation model of nursing, the role of nursing in society, interpersonal relationships, and the understanding of the physiological need areas of man. Offered in the fall semester of the freshman year. A.A. program.

NUR 21B Nursing Science Theory I **(2)**
Lecture, 2 hours. The continued use of the Roy adaptation model of nursing to identify nursing problems, and its use in selected interventions in physiological, self-concept, interdependence modes and role function. *Prerequisite: NUR 21A.* Offered in the spring semester of the freshman year. A.A. program.

NUR 24AB Nursing Practicum I **(4-4)**
Laboratory, 12 hours. The development and application of the process of assessment, intervention and evaluation using the Roy adaptation model in the care of adult patients who have common health problems. The principles and practice of nursing skills utilized in the plan of therapy, including medications. Selected experience in health agencies. Covers two semesters, Freshman Year. Taken concurrently with NUR 21AB. A.A. Program.

NUR 30ABCD Medical Science **(1½-1½-1½-1½)**
Lecture, 1½ hours. The continued study of the theory basic to prevention of disease, diagnosis, treatment and rehabilitation. Special emphasis on (A) Childbearing Cycle (B) Children (C) Complex Medical or Surgical Disruptions (D) Mental Health. Pharmacology is taught as related to each pathological process. Offered Fall/Spring, Sophomore Year. Taken concurrently with NUR 31ABCD and NUR 33ABCD. Each semester the student must enroll in NUR 33A&B or NUR 33 C&D. A.A. Program.

NUR 31ABCD Nursing Science, Theory II **(1-1-1-1)**
Lecture, 1 hour. The focus is the bio-psycho-social impact of the health-illness problems related to (A) Childbearing Cycle (B) Children (C) Complex Medical or Surgical Disruptions (D) Mental Health. The Roy adaptation model is used in the assessment, intervention and evaluation process. Offered Fall/Spring, Sophomore Year. Each semester the student must enroll in NUR 31A&B or NUR 31C&D. A.A. Program

NUR 33ABCD Professional Practicum **(2½-2½-2½-2½)**
Laboratory. Clinical experience is offered in a variety of settings using the Roy adaptation model in dealing with health problems. Offered Fall/Spring, Sophomore Year. Each semester the student must enroll in NUR 33A&B or NUR C&D. A.A. Program.

NUR 33A Practicum:
Childbearing Cycle. Provides clinical experience in prenatal, delivery, and postnatal care, study of the parenting roles, and the health needs of the emerging family groups.

NUR 33B Practicum:
Care of Children. Provides clinical experience in the health-illness problems encountered in the care of children and their families. Growth and development from infancy through adolescence in terms of the Adaptation Theory of Nursing.

NUR 33C Practicum:
Care of the Adult. Provides clinical experience in the care of adult patients with more complex medical or surgical disruptions.

NUR 33D Practicum:
Mental Health. Provides clinical experience in the application of principles and concepts related to psycho-social problems.

NUR 34 Sophomore Seminar **(2)**
A study of nursing as a profession. Emphasis is on the historical development of nursing, nursing legislation, organizations, professional problems in education and practice, and the nurse's role in health care services. Concepts of team nursing are taught in this course. A.A. program.

NUR 40 Introduction to Roy Adaptation Model
A course designed for LVNs who meet admission requirements of the department and wish to challenge the first year nursing classes. Course content deals with the Roy adaptation model and its application in the clinical setting. Selected experiences in clinical practice are required. Course work is equivalent to 6 units of academic credit and is utilized as challenge examinations for receiving credit for N21 AB and N24 AB. This course precedes the sophomore year. Ordinarily offered during summer session. A.A. program.

NUR 98/198 Independent Studies (1-3)
Independent investigation of significant problems in nursing. *Prerequisite: consent of the instructor.*

NUR 99/199 Special Studies in Nursing (1-3)
Selected problems: offered as a course or seminar on current issues in nursing. *Prerequisite: consent of the instructor.*

NUR 100 Introduction to Professional Nursing
A course offered to registered nurses (graduates of accredited hospital diploma or associate degree programs) enrolled in the basic program leading to a baccalaureate degree. An introduction to the concepts underlying the philosophy of nursing, the process of assessment and intervention, and the Roy adaptation model as applied to nursing practice. Selected experiences in clinical practice are required. Course work is equivalent to 6 units of academic credit and is utilized as challenge examinations for receiving credit for N005 and N121 AB. This course precedes the senior clinical nursing courses. Ordinarily offered during summer session.

NUR 111A Nursing Science (9)
Lecture 4 hours; laboratory averaging 15 hours (increasing with the progress of the student's competence from 8 to 18 hours). A study of the concepts underlying the philosophy of nursing in society, interpersonal relationships, and an understanding of man as a bio-psycho-social being. An introduction to the process of assessment and intervention, the concept of adaptation, and the principles and practice of basic nursing skills in a variety of situations. Clinical experience in selected health agencies. Offered in the fall semester of the junior year, concurrently with NUR 120. B.S. program.

NUR 111B Nursing Science (10)
Lecture 4 hours; laboratory 18 hours. A continuation of the study of the bio-psycho-social impact of health-illness problems on families and individuals of all ages. Emphasis is on the Roy Adaptation Level Theory and the assessment of the immediate and environmental factors affecting these levels. Methods of nursing intervention are stressed and developed. Clinical experience is provided in a variety of community health agencies, concurrent with the theoretical course content in the areas of maternity nursing, nursing of children, and medical-surgical nursing. Given in the second semester of the junior year. *Prerequisites: completion of NUR 111A and NUR 120A.* B.S. program.

NUR 120AB Medical Science (3-3)
Theory basic to diagnosis, treatment, and rehabilitation of persons with common biophysical pathology. Concepts of health and disease as related to the stages of (a) disease foundation and predisease factors, (b) presymptomatic disease conditions, (c) symptomatic diseases, and (d) irreversible conditions. Pathology is studied as a disruption in the body's structure, function, and regulatory mechanisms. Pharmacology is taught as related to each pathological process. B.S. program.

NUR 121A Nursing Science (8)
Lecture, 3 hours; laboratory averaging 15 hours (increasing with progress of student's competence from 8 to 18 hours). This course introduces the student to the principles and practice of basic nursing skills, the methodology for patient assessment, and the problem-solving approach to intervention, based on the Roy adaptation model. Clinical experiences in selected acute care agencies focus on the mastery of simple to complex nursing skills. Offered in the fall semester of the junior year, concurrently with NUR 120A. B.S. program.

NUR 121B Nursing Science (9)
Lecture, 3 hours; laboratory 18 hours. A continuation of the study of the bio-psycho-social impact of health-illness problems on families and individuals of all ages. Utilization of the nursing process allows the student to assess facts relating to the person's position on the health-illness continuum. Methods of nursing intervention are stressed and developed. Clinical experiences are provided in a variety of acute care agencies specializing in maternal and child care. Offered in the second semester of the junior year concurrently with NUR 120B. B.S. program.

NUR 131AB Nursing Theory (2-2)
A study of the person's biophysical and psychosocial adaptation to the environment including causative factors and psychosocial reactions. Pathology is studied as a disruption in the body's structure, function, and regulatory mechanisms. Pharmacology is taught as related to each pathological process. Taken concurrently with NUR 133AB in the senior year. B.S. program.

NUR 133AB Nursing Practice (10-10)
Lecture, 3 hours, laboratory 21 hours, for two semesters. A senior year course consisting of the study of nursing intervention for patients and families with complex nursing problems. The role of the nurse in leadership, group dynamics, and health care planning is emphasized. Clinical experience is provided in a variety of health agencies in the areas of medical-surgical, psychiatric and community health nursing. *Prerequisites: Senior standing and the completion of NUR 120AB and NUR 121AB.* B.S. program.

NUR 134AB Issues in Health Care (3-3)
A modular course examining selected issues in health care, focusing on the role of the professional nurse. Topics include: varieties of health care delivery, bioethics, nursing research, developments in nursing, legislation, and professionalism. Taken concurrently with NUR 131AB and NUR 133AB. B.S. program.

NUR 301 Continuing Education (1-3)

NUR 302 Inservice Education (1-3)

NUR 303 Workshop in Nursing (1-3)

Philosophy

PHI 5 Logic: Structures of Reasoning (3)
An introduction to the structures of correct deductive arguments; definitions, interpretations, truth, and validity; practice in the critical evaluation of arguments occurring in everyday life.

PHI 15 Challenges in Philosophy (3)
An introduction to the basic problems and methods of philosophic inquiry; philosophy as the means for addressing fundamental questions about the meaning of human existence.

PHI 21 Moral Values and Ethical Decisions (3)
An examination of the human person as free and responsible, the decision-making process concerning moral problems, and various philosophical theories of morality and their implications.

PHI 24/124 Problems of Ancient Philosophy (3)
An introduction to the origin of philosophical problems through readings from the ancient philosophers with special attention to the pre-Socratics, Plato, and Aristotle.

PHI 62/162 Eastern Thought (3)
An analysis and critical evaluation of the major religions of the Far East — Hinduism, Buddhism, Confucianism, Taoism — based on central scriptures and writings of each. *Prerequisite: 2 lower division courses. See RST 62/162.*

PHI 125 Problems of Medieval Philosophy (3)
An historical introduction to some philosophical problems and systems in Western thought from the fifth to the fourteenth century.

PHI 126 Problems of Modern Philosophy (3)
The development of modern views on the relationship of reality and knowledge: the tension of reason and experience in classical modern rationalists and empiricists and the synthesis of Kant. *Prerequisite: 2 lower division courses.*

PHI 128 Contemporary Analytic Philosophy (3)
An examination of the contemporary British-American tradition of philosophy focusing on problems concerning language: meaning, our ability to communicate, ordinary and artificial languagues. *Prerequisite: 2 lower division courses.*

PHI 130 Existential Thinkers (3)
An examination of the existentialist trend in philosophy from Kierkegaard to the present; the meanings of concepts such as alienation, anxiety, authenticity, and freedom in both philosophical and literary works of existentialists. *Prerequisite: 2 lower division courses.*

PHI 134 American Thought (3)
An analysis of puritanism, rationalism, romanticism, and pragmatism and their effects in American civilization and culture. *Prerequisite: 2 lower division courses.*

PHI 136 Major Philosophers (3)
A series of studies of the thought and philosophic context of one philosopher or group of philosophers: Plato, Aristotle, Aquinas, Kant, the Enlightenment philosophers, French, Spanish, or English philosophers. *Prerequisite: 2 lower division courses.*

PHI 150 Metaphysics (3)
An inquiry into the nature of reality, the possibility of metaphysical knowledge, the ramifications of metaphysics on questions about religion and morality. *Prerequisite: 2 lower division courses.*

PHI 152 Theory of Knowledge (3)
An examination of the nature and possibility of human knowledge: objectivity, perception, truth, self-knowledge and the knowledge of other minds, the conditions of justified belief. *Prerequisite: 2 lower division courses.*

PHI 155 Symbolic Logic (3)
Deductive methods in sentential and quantifier logic; formal languages: formation rules and derivation rules; techniques on logical proofs; axiomatic methods.

PHI 158 Philosophy of Science (3)
An examination of the basic concepts and assumptions underlying scientific inquiry: the nature of explanation, theory, observation, and evidence in the natural and social sciences. *Prerequisite: 2 lower division courses.*

PHI 160 Philosophy of Religion (3)
An analysis of the grounds for belief and disbelief in God's existence in an historical context; rational arguments, religious experiences, religious language, and faith. *Prerequisite: 2 lower division courses.*

PHI 168A Contemporary Moral Problems (3)
A problem-oriented study of current moral issues. *Prerequisite: PHI 21. See RST 168A.*

PHI 168B Bioethics (2-3)
A study of the ethical, social and legal issues involved in contemporary developments in biology and medicine such as genetics and birth, behavior control, euthanasia, experimentation, sterilization, allocation of scarce medical resources. *Prerequisite: PHI 21. See RST 168B.*

PHI 168CDE The Individual and the Common Good (1-1-1)
C. Individual Rights *(1)*
An examination of individual rights in relation to the common good; emphasis on cases of conflict arising from recent developments in technology.
D. Freedom of Inquiry and Freedom of Action *(1)*
An examination of the relationship between freedom of thought/action in relation to individual rights and the social good.
E. Law and Morality *(1)*
An examination of the implications and effects of legislating moral standards.

PHI 170 Social and Political Philosophy (3)
An examination of the nature of man and of society, the nature and justification of government, political rights and political obligation, justice and equality. *Prerequisite: 2 lower division courses.*

PHI 172 Marxism (3)
An examination of some of the key works of Marx, Engels, and other writers in the Marxist tradition; consideration of the application of Marxist ideas to selected contemporary issues. *Prerequisite: 2 lower division courses.*

PHI 174 Aesthetics (3)
A philosphical study of art in its various forms and/or theories concerning the nature of art, aesthetic experience, and art criticism. *Prerequisite: 1 lower division course.*

PHI 176 Philosophy in Literature (3)
A study of some of the important philosophical issues dealing with the meaning and value of life as presented in great works of literature. *Prerequisite: 1 lower division course.*

PHI 178 The Experience of Revolution (3)
An examination of the meaning, history, and impact of revolutions in modern human culture; how political, social, scientific, and artistic revolutions differ from the evolution of political entities, societies, the sciences, and the arts; what we mean by revolutions in thinking. *Prerequisite: 1 lower division course.*

PHI 180 Workshop (1-3)
May be repeated for credit.

PHI 195 Directed Readings (1-3)
May be repeated for credit.

PHI 198 Special Problems (1-3)
May be repeated for credit.

PHI 199 Senior Seminar (1-3)
May be repeated for credit.

Physical Education

See Special Programs.

Physical Science

PHS 1/101 Scientific Concepts (3)
A course in the basic principles of chemistry and physics with particular emphasis on the application of these principles to contemporary concerns.

PHS 4/104 Elementary Environmental Studies (3)
An introduction to the study of man's physical resources and environment leading to a consideration of the problems of conservation and pollution. *Prerequisite: PHS 1.*

PHS 5/105 Selected Topics in Physical Science (3)
Prerequisite: PHS 1.

PHS 190/290 Workshop (1-3)
May be repeated for credit.

Physics

PHY 1A Introductory Physics (3)
Lecture, three hours. A study of motion including force, conservation laws, vibratory motion, and wave motion; an introduction to light, field theory, electricity, magnetism and quantum mechanics. *Prerequisite: Facility with algebraic manipulations.*

PHY 1B Intermediate Physics (4)
Lecture, three hours; laboratory, three hours. A study of the properties of matter, thermodynamics, electrical circuits, optics, topics in astronomy and relativity.

PHY 105AB Topics in Physics (1-3)

Political Science

POL 1/101 American Government and Institutions (3)
An introduction to the principles and problems of government, with particular emphasis on the formation and development of the national and state administrative, legislative, and judicial systems and processes. Fulfills CPE requirement.

POL 2/102 Comparative Politics (3)
An investigation of the concepts and techniques which enable the student to compare divergent political systems, focusing upon both traditional and innovative concepts such as power, ideology, decision making, elitism, and the structural-functional approach. Particular attention is devoted to political systems.

POL 10 Political Concepts (3)
The aim of this course is to acquaint students with the scope and techniques of political science by relating major concepts in political theory to current problems and issues. Major political theorists such as Plato, Aristotle, Locke, Hobbes, Hegel, and Marx are the focal point of analysis. In this way the contribution of political science to the understanding and clarification of political phenomena can be exemplified.

POL 31/131 International Relations (3)
A general survey of the institutions, considerations, and ideologies involved in the formation and execution of foreign policy within a world context. Special attention is placed upon international agencies, including the United Nations.

POL 35/135 Selected Problems in International Organization (0-5)
Particular emphasis is placed on the role of international organizations and the maintenance of world peace.

POL 70/170 American Party Politics (3)
The development, organization and character of the American party system. Fulfills CPE requirement.

POL 75/175AB Selected Topics in the American Political Structure (3-3)
Specific area will be announced in the term schedules. Fulfills CPE requirement. Consent of instructor necessary for non-majors and non-minors.

POL 103 Scopes and Methods in Political Science (3)
An examination of the techniques and tools of analysis as well as the particular inquiries distinguishing political science from the other social sciences. Required of majors.

POL 107 Political Economics (3)
See ECO 107.

POL 108 American Constitutional Law (3)
See HIS 179. Fulfills CPE requirement. Consent of instructor necessary for non-majors and non-minors.

POL 112 Contemporary Political Theory (3)
A study of the major contributors to political theory from Marx to the present day, including such theorists as Dewey, Russell, Weber, Mosca, Pareto, Nehru, MacIver, Becker, Laski, Cole, et al. The normative approach will be deemphasized in favor of the descriptive and analytical approach.

POL 113 American Political Theory (3)
A critical examination of the contributors to the formation and sustenance of the consensual framework within which American government, politics, and society operate, with special attention to the great constitutional crises of the past 150 years.

POL 116 Democracy and Democratic Theory (3)
A critical examination of the major theorists of democracy in the twentieth century with emphasis upon both the justifications and preconditions of democratic government and society; in particular, insights derived from psycholgoy and sociology are utilized. Consent of instructor necessary for non-majors and non-minors.

POL 117 World Political Theory (3)
The history of man's attempt to explain the relationship of a man to governmental institutions with particular emphasis upon the values to be implemented by society. The time period spans the development of Greek political theory to the middle of the nineteenth century.

POL 119 Concepts in Political Theory (3)
Selected concepts to be dealt with in depth. Specific concepts noted in term schedule.

POL 125 Foreign Relations of the United States (3)
See HIS 178.

POL 134 International Organization (0-5)
An examination of the origins, structure, and practices of international agencies with special attention to the United Nations. The primary technique in this approach is an attempt at role-playing by virtue of participation in the Model United Nations.

POL 146 Public Opinion and Propaganda (3)
A study of the techniques utilized by professional public relations experts in the manipulation of public opinion as well as the strategies of electoral victory available to the political participant for the maximization of particular goals.

POL 155 Comparative Politics of Selected Areas (3)
An examination of the government, political practices, personalities, and problems of selected areas. Specific area designated in the term schedule.

POL 180 State and Local Government (3)
A study of state political systems, including their administrative and local sub-systems; intergovernmental relationships; policy outputs. Fulfills CPE requirement. Consent of instructor necessary for non-majors and non-minors.

POL 181 Political Participation (1)
A course in which the student actively participates in a current political campaign. Seminars and informal discussions attempt to relate student experiences to the literature in the field.

POL 185 Public Personnel Administration (3)
The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

POL 186 Introduction to Public Administration (3)
The executive function in government; principles of administrative organization, personnel management, financial administration, administrative law, and problems and trends in government as a career.

POL 187 Organizational Theory and Governmental Management (3)
Organizational structure, human factors in organization, dynamics of organizational change, internal adaptability to external environment; problems, limitations, and trends in governmental organization and management.

POL 190 Internship (3)
Students in political science serve as interns working in the Los Angeles offices of public officeholders.

POL 191 Internship in Government Service (3)
Students in the public administration program serve as interns working in government offices in the Los Angeles area.

POL 192 Plays and Politics (3)
See ENG 192.

POL 193ABCD Selected Problems and Projects in Political Science (1-4), (1-4), (1-4), (1-4)
Subject announced in term schedule.

POL 196 Experience-Oriented Courses in Political Science (3)

Psychology

PSY 1 General Psychology (3)
An introduction to psychology as a scientific study of behavior. Focus on issues in learning, motivation, perception, personality development, and psychopathology.

PSY 2 Psychology of Communication (2-3)
A study of the use of communication as a two-way process of giving-receiving data, interpreting verbal/nonverbal behavior in a variety of interpersonal and group situations.

PSY 12 Developmental Psychology (3)
Theories of personality development and a review of current research; study of physical, mental, social, and emotional growth throughout the entire human life span; focus on factors that facilitate growth.

PSY 13 Early Child Development (3)
Study of the early years in human development. Focus on prenatal life and early childhood years as influential factors on the child's learning ability. Study of infant care and family life as these forces affect psychophysiological, emotional, social, motor, and mental development. Observation of children and experience in designing learning activities for young children in pre-school and elementary classrooms.

PSY 33 Adjustment and Mental Health (3)
A survey of the concepts of personal and community mental health including: the psychological principles contributing to mental health, the interaction of personality and environment, and an overview of human services agencies available in the community to individuals of all ages.

PSY 40 Statistics (3)
Collection and interpretation of statistical data, with emphasis on decision-making and limits of inference.

PSY 77 Language Development of the Child (3)
Introduction to theories of language learning and development. Study of normal verbal and non-verbal patterns as well as communication disorders. Methods and materials that enhance language development are studied and developed. Students are required to observe and participate in a pre-school setting.

PSY 99 Special Problems (1-3)
Individual study of problem of interest. *Prerequisite: Consent of instructor.*

PSY 106 Experimental Psychology (3)
Analysis and evaluation of published literature; design of experiments; use of experimental and statistical methods; survey of laboratory apparatus; use of case study and naturalistic observation. Emphasis on human experimental psychology.

PSY 109 Movement Psychology (3)
Exploration of human movement patterns in relation to personality. Therapeutic use of movement, integrating recent findings from kinesiology, dance, and mime. Study of the relationship between human skeletal adjustments and psychosomatic correlates.

PSY 113 Child Development and the Learning Process (3)
Application of child development principles to children aged four through twelve years. Curriculum design of elementary-aged children based on knowledge of their social, emotional, mental, and physical attributes. *Prerequisite: PSY 1.*

PSY 123 The Adolescent and the Learning Process (3)
A study of the developmental and behavioral characteristics of the adolescent. Emphasis on how individual characteristics and concerns influence the adolescent's ability and motivation to learn and how these factors affect the content and presentation of curricula. *Prerequisite: PSY 1.*

PSY 125 Introduction to Counseling (3)
A survey of the major methods of psychological counseling with emphasis on the underlying theoretical framework. Included will be consideration of both traditional and contemporary individual and group methods. Demonstrations and limited practical experiences will focus on paraprofessional applications.

PSY 127 Psychology of Development and Aging (3)
Study of behavioral development throughout the adult life span; exploration of attitudes, values, and motivation insofar as they affect and are affected by environmental and biological changes associated with aging. Course, conducted as a seminar, includes field work.

PSY 132 Personality (3)
Comprehensive study of the structure and dynamics of personality as viewed by various theorists. Implications of theoretical formulations.

PSY 133 Psychology of Disability and Adjustment (3)
An exploration of the effects of physical disabilities on mental health. Conditions fostering personality development and continued personal growth in the physically disabled will be investigated, with an emphasis on the special problems of disabilities among the aged. Course includes field work.

PSY 134 Learning (3)
A comprehensive and critical examination of major psychological theories of learning and related research. Practical applications of learning principles are also discussed.

PSY 135 Group Dynamics (3)
A preliminary experiential and theoretical study of the nature, developmental stages, interpersonal communication patterns and role dynamics manifested in group situations. Students will have the opportunity to participate in a variety of structured and unstructured group exercises.

PSY 137 Culture and Personality (3)
A study of the relationships between cultures and personalities, including the "technocratic" personality of the industrial culture. Also focuses on language and personality, minority consciousness and the encounter group culture.

PSY 145 Social Psychology (3)
Theories of social psychologists; the influence of social structure on social character; the socialization process in forming the self and the person; institutional and cultural influences on role behavior; social control. See SOC 145.

PSY 148 Personnel and Consumer Psychology (3)
Study of the psychological principles and techniques used in a business setting. Topics include the psychology of work, personnel selection, appraisal, job analysis, placement training, production efficiency, and consumer behavior.

PSY 152 Physiological Psychology (3)
A study of the relationship of nervous, skeletal, muscular, glandular, and circulatory systems to behavior. Introduction to theories of perception, motivation, and emotion and their physiological concomitants.

PSY 155 Psychological Testing (3)
An introductory investigation of the field of psychological testing including an examination of history, theory, and construction of tests as well as a survey of principal individual and group tests of intelligence, personality, interest, and ability currently used in clinical and research settings. Special attention will be placed on the development of skills for evaluating the reliability, validity, and ethics of psychological tests and their applications.

PSY 168 Abnormal Psychology (3)
Study of the concepts of mental health and mental illness. Introduction to the different psychopathological entities and psychotherapeutic techniques.

PSY 190 Workshop (1-3)
May be repeated for credit.

PSY 192 Clinical Practicum (3)
Experience-oriented course designed to enable the student to apply the principles of psychology in real life settings. Field work options include areas of school psychology, gerontology, mental retardation, emotional disturbances, learning disabilities, or probation work. Course includes weekly seminar oriented towards integrating experiences with theory.

PSY 199A Special Problems (1-3)
Individual study of problem of interest. *Prerequisite: Consent of instructor.*

PSY 199B Special Problems (1-3)
Individual study of problem of interest. *Prerequisite: Consent of instructor.*

PSY 200 Research Methodology (3)
Methodology of research; includes techniques of research, theory of research, experimental design, gathering data, and interpreting data.

PSY 224 Dynamics of Individual Behavior (3)
A study of the development and organization of the individual's personality structure as he perceives himself in his universe.

PSY 225 Counseling Theory and Procedures (3)
An in-depth exploration into the theory and methodology of counseling for the pupil personnel worker with emphasis on the professional application of skills and theory. Students will participate in counseling practica experiences under the supervision of the instructor. *Prerequisite: PSY 125 or its equivalent.*

PSY 230 Measurements: Theory and Procedures (3)
An advanced course in the evaluation, use, and interpretation of individual and group tests of intelligence, personality, interest, and achievement. *Prerequisite: MTH 38/138.*

PSY 235 Group Dynamics: Theory and Procedures (3)
An investigation of group processes for individuals who have already had experience working with groups. The emphasis will be on the concepts of group facilitation, productivity, evaluation and the application of group methods in teaching, counseling, and administrative work.

PSY 271 Appraisal of Exceptional Children (3)
A study of the use of tools for assessing exceptionalities in children: statistical concepts in measuring abilities, principles of assessment; methods of administration and interpretation; assessment instruments; and the relationship of the results of assessment to the total evaluation of the child. See EDU 271.

PSY 272 Disturbances in Child Development (3)
Includes a study of the learning and behavioral development characteristics of the five major groups of exceptionality as they arise from: genetic and hereditary, neuro-physical traits, prenatal and neonatal development, nutritional factors, disturbances in sensory-motor, language, auditory and visual development, learning and problem-solving, social and emotional development, physical, locomotor, disease, physical injury, etc., and other specific effects of environmental and developmental processes. See EDU 172/272.

PSY 273 Development of Programs for Children with Specific Learning Abilities (3)
Provides the opportunity for the candidate to use the outcomes of assessment to *plan specific programs* of remediation or amelioration of basic psychological functioning, and enables him to participate in the actual implementation of these various plans through work with individual or small groups of children in the various categories of exceptionalities. See EDU 273.

PSY 274 Counseling and Guidance of Exceptional Children (3)
Primarily a study of human relationships, which provides the basis for the effective working relationships, both interpersonal and interprofessional, involving the complex situation of persons interacting with one another at all levels of the organizational social structure. The student develops the ability to relate effectively with pupils, parents, co-workers, and resource personnel; becomes aware of legal and personal nature of this work; and learns to appreciate the sensitivity of the materials being used. This course also helps the student develop the ability to work harmoniously and effectively with all personnel, a necessary condition for the success of the staff toward a common goal of promoting the learning of children. See EDU 174/274.

PSY 277 Language and Speech Disorders (3)
Designed to acquaint the candidate in special education with normal language development, and with the causes, characteristics, and remediation of speech disorders and defects in the handicapped child. Includes observation, evaluation, and participation in programs of speech development and therapy. See EDU 277.

Religious Studies

RST 4/104 Introduction to the Hebrew Scriptures (3)
A study of the methods of modern biblical scholarship building on a consideration of revelation and inspiration; a consideration of selected themes of the Hebrew Scriptures.

RST 5/105 Introduction to the Christian Scriptures (3)
An examination of the synoptic gospel accounts, Johannine literature, the Acts of the Apostles, and certain Pauline letters.

RST 7/107 Introduction to the Study of Religion (3)
The search for ultimate meaning in a technological age.

RST 12/112 Catholicism (3)
Catholicism's contributions to Christianity's traditions: for Catholics a reacquaintance, for others an introduction.

RST 17/117 Education for Justice (3)
An experience-oriented course which aids students to identify and examine critically their values and stereotypes by providing fieldwork with persons and groups who are working toward the creation of a just society.

RST 20/120 Christian Ethics (3)
An introduction to the study of moral decision-making from the perspective of Christian faith: the sources and nature of moral obligation, personal and social responsibility, freedom and sinfulness.

RST 22/122 Bible as Literature (3)
The Bible as art, shaped by human artifact in which the characters come alive through the storyteller's techniques of plot, theme, images, voice, progress toward change.

RST 35/135 The Sacraments (3)
The Christian's individual and corporate response to God as seen in the sacramentality of Christ, the Church, and its worship.

RST 62/162 Eastern Thought (3)
See PHI 62/162.

RST 78/178 Death and Dying: Religious Aspects (3)
A treatment of the process of dying as it affects and is affected by a person's religious convictions; pastoral concerns about ministry to dying persons and major religions' teachings regarding such concepts as God and the afterlife.

RST 92/192 Christian Fantasy (3)
A search for beauty and the God who is immanent via the writings of 20th Century authors, such as C. S. Lewis, Charles Williams, Susan Cooper and others.

RST 93/193 Prayer and Poetry (3)
Introduction to various techniques of prayer using the world around and the insights of poetry and Scripture.

RST 99/199 Special Studies (1-3)
May apply to any of the three areas of study, depending on subject matter; may be repeated for credit.

RST 121 Theology of Liberation (3)
A study of the essential freedom which is the Christian vocation, together with an examination of contemporary social issues and the possibilities for liberating others.

RST 130 God: Yahweh, Christ, and Spirit (3)
Theological bases and implications of affirming that God is Three-in-One.

RST 131 Christology (3)
Introduction to the classical and contemporary approaches to the person and mission of Jesus Christ.

RST 132/232 The School as a Faith Community (3)
Identifies the characteristics of a faith community and assists teachers and administrators in discovering and developing within themselves those qualities which promote such a community.

RST 133 Christian Spirituality (3)
An investigation of the Spirit's operation in our lives; the life of grace and prayer.

RST 136 Ministry in the Church (3)
An examination of the history of ministry in the Church and practice in methods of current participation in the ministry of Christ in our day: hospital, youth, parish.

RST 137 Liturgy (3)
The meaning, purpose, forms, and history of communal worship in the Church.

RST 141 Prophetic Literature in the Hebrew Scripture (3)
Introduction to the theology of prophecy and the writings of selected prophets.

RST 142 Wisdom Literature (3)
Selected books from the wisdom of Israel, showing the religious philosophy and insight into human nature of the pre-Christian era.

RST 144 Synoptic Gospel Accounts (3)
Origin, distinction, character, and exegesis of the works of Matthew, Mark, and Luke.

RST 145 Johannine Literature (3)
The Gospel according to John, the Book of Revelation, and the Johannine letters.

RST 146 Pauline Literature (3)
A study of the letters attributed to Paul, as well as the portion of Acts which deals with his mission.

RST 155 Jewish Religious Thought (3)
An investigation into contemporary Judaism.

RST 160 Philosophy of Religion (3)
See PHI 160.

RST 168A Contemporary Moral Problems (3)
See PHI 168A.

RST 168B Bioethics (2-3)
See PHI 168B.

RST 170 Theology in Literature (3)
An interdisciplinary investigation of themes in literature which demonstrate the human search for the transcendent.

RST 177 A Theology of Marriage (3)
Judaeo-Christian impact on the human phenomenon of marriage.

RST 179 Sociology of Religion (3)
See SOC 195.

RST 180 Practicum (1)
Directed and supervised experience to provide students with attitudes, skills, and competencies required in an area of ministry, e.g., hospital, parish, school, etc.

RST 185 Senior Seminar (3)
A course designed to provide for integration of the other aspects of the religious studies program: content, methods, and practicum.

RST 190 Workshop (1-3)

RST 195 Directed Reading (1-3)

RST 272 A Philosophy and History of Christian Education (3)
The history of the Judaeo-Christian educational tradition from its beginnings, through Western European influences, into contemporary United States. Specific attention to the influence of American pluralistic values and determinations of Vatican Council II regarding the role of the laity in the Church on such a tradition.

Sociology

SOC 4 The Family (3)
The study of the family as a primary group and as an institution. Varieties of family patterns, pre-marital and marital behavior, child-parent relationships, and family disorganization and reorganization are considered.

SOC 5 Sociological Perspectives (3)
A basic course presenting the vocabulary of sociology; its concepts; the varied aspects of social structure and function of the rural-urban shift; with special emphasis on problems of minorities and of population increase. This course is a prerequisite for all upper division sociology courses.

SOC 65/165 Development of Social Thought (3)
An examination of selected types of social thought from primitive speculation to early modern scientific inquiry.

SOC 104/204 The Family (3)
The structure of the family as institution. Change as it affects the structure of the family, the functions it performs, and the definition of member roles. Involves a comparison of types of family systems.

SOC 110/210 Deviant Behavior: Juvenile Delinquency (3)
An analysis of basic theoretical orientations to social and personal disorganization of the juvenile in twentieth century American society. Special emphasis on contemporary problems and movements of the youth scene.

SOC 111/211 Deviant Behavior: Criminology (3)
An analysis of basic theoretical orientations to social and personal disorganization of the adult in twentieth century American society. An examination of the various types of individual and group deviance.

SOC 117 Research Methods (3)
Study of the techniques and methods used in sociological research with a critical analysis of research studies.

SOC 125/225 Comparative Social Structures (3)
An examination of the basic social structures of society. A study of the similarities and differences between societies, including a comparison of primitive and modern cultures. A special emphasis will be placed on the dominant American culture as contrasted with the subcultures in today's society, primarily, the Spanish-speaking sub-cultures.

SOC 137 Culture and Personality (3)
A study of relationships between culture and personality with a cross-cultural approach to determine what is universal and what is unique among peoples of the world. The processes of socialization, enculturation, cultural transmission and aging will be examined along with language and personality, minority consciousness, national character and the technocratic personality in the industrial society.

SOC 145 Social Psychology (3)
See PSY 145.

SOC 152 Group Processes (3)
Systematic study of the formation, structure, and functioning of groups; analysis of group processes and group products from a variety of theoretical viewpoints.

SOC 153 Sociology and Literature (3)
A discussion of the usefulness of literature in the study of sociology. Particular emphasis on selected works that bring to life or actualize certain specific sociological theories.

SOC 161/261 Dynamics of Majority-Minority Relations (3)
A study of majority policies toward minorities and of alternative minority responses to prejudice and discrimination. Special emphasis given to American minorities (racial and cultural) and to the impact of differential treatment upon minorities-within-minorities: e.g. children vis-a-vis the school, adults and employment opportunities, and the aged in a youth-oriented society.

SOC 166/266 Contemporary Sociological Theory (3)
A critical evaluation of major contemporary sociological theorists as representative of various schools of sociological inquiry and analysis.

SOC 175/275 Urban Sociology (3)
A study of the change from rural to urban societies and the problems of adaptation created by this change. Major emphasis on the history or urbanization, demographic changes, the anti-urban bias, and social problems related to urbanization. Analysis of such problem areas as education, race, housing, poverty, welfare, taxation, etc.

SOC 180/280 Social Stratification (3)
An examination of systems of class and caste, with special attention to the United States; and exploration of such elements of stratification as status, occupation, income, and others; a thorough examination of the style of life of minorities, the poor, the elite, and the middle class.

SOC 185/285 Political Sociology (3)
A course designed to provide the student with an understanding of the organization of power and an analysis of the social basis of power and political institutions. This understanding of politics is used to analyze political behavior, political bureaucracies, political movements, interest groups, and social change. A review of some cross-cultural research is included.

SOC 189ABC The Sociology of Aging (1-1-1)
A. Sociological Approaches to Aging (1)
An exploration of the sociological definitions of aging, the demography of the aged and role changes, particularly from work to retirement.
B. Social Stratification (1)
Class and caste and the effects of social status upon the quality of life of the elderly.
C. Economic Components (1)
An emphasis on employment opportunities, financial resources, dependency and public layers of protection through programs of insurance and assistance.

SOC 190 Social Change (3)
An examination of the areas of social change in American society with an emphasis on understanding the past in order to project expected changes in the future. Attention is paid to the influences of internal and external factors upon social structures as well as the effect those changes have upon various segments of our society over the life-cycle.

SOC 195/295 Sociology of Religion (3)
Religious belief and religious behavior as they influence other dimensions of social behavior. Social conditions as they influence belief and action.

SOC 197 Applied Sociology (1-4)
An opportunity to apply the principles of sociology to an area of special student interest. Directed study under the auspices of community agencies. *Prerequisites: three courses including Sociological Perspectives; Methods of Research; and one upper division sociology course. Permission of the instructor is required.*

SOC 198 Readings in Sociology (1-6)
Intensive and independent study in a field of special interest at the culmination of one's sociological work.

SOC 199 Special Studies (1-6)
A more advanced or specialized treatment of an area covered in the regular course list.

SOC 212 Contemporary Social Issues (3)
An explication and analysis of the institutional disjunctions, the conflict between value systems, and the stresses between majority and minority groups in contemporary society. Special emphasis on America's largest minorities with Spanish-speaking minorities as cases in point.

Spanish

SPA 1, SPA 2 Elementary Spanish (3-3)
Develops fundamental skills in speaking, reading, understanding, writing. Use of the language laboratory is required. Classes feature demonstration, active practice and exchange in Spanish.

SPA 3 Intermediate Spanish (3)
Continues the development of all four language skills, emphasizing vocabulary building, perfecting pronunciation, increasing fluency. Language Laboratory use is required. Class conducted in Spanish.

SPA 4AB Intermediate Spanish (3-3)
Continues the development of the four language skills. Selected literature and culture readings discussed and analyzed in Spanish to enrich vocabulary and improve writing ability.

SPA 8 Phonetics and Conversation (3)
Concentrates on the fundamentals of phonetics, vocabulary building, and conversation at the intermediate level with emphasis on correct intonation and pronunciation. *Prerequisite: SPA 3.*

SPA 9AB Spanish for the Medical Worker (3-3)
Essential Spanish vocabulary and phrases for a variety of medical situations including admitting, taking case history, emergency room, delivery room, inhalation therapy, outpatient care and preparing for surgery. Patient and medical worker role-playing is stressed.

SPA 10 Spanish for Business (3)
Essential Spanish for all secretarial procedures, writing business letters, making introductions, conducting interviews, managing office public and personnel relations.

SPA 25AB Advanced Grammar (2-2)
A thorough review of the structure of the language with concentration on the more complex points of Spanish grammar; exercises in prose composition. *Prerequisite: SPA 4AB.*

SPA 42/142 History and Civilization of Spain (3)
A background course for the study of Peninsular literature. Historical, social and cultural development of Spain. *Prerequisite: SPA 4AB.*

SPA 44/144 History and Civilization of Spanish America (3)
A background course for the study of Spanish-American literature. Historical, social and cultural development of Spanish America. *Prerequisite: SPA 4AB.*

SPA 94/194 Study/Travel (1-6)

SPA 103 Morphology and Syntax (3)
Patterns of the Spanish language: verbs, word structure and word distribution.

SPA 109 Stylistics and Composition (3)
Analysis of basic stylistic elements of each of the genre. Readings and oral written and oral analysis of selected masterpieces. *Prerequisite: SPA 25A.*

SPA 112AB Introduction to the Study of Spanish Literature (3-3)
An introduction to poetry, fiction and drama tracing the development of each genre from the Middle Ages to the present. Special attention given to literary theory and criticism for appreciation of works studied.
A. From the Middle Ages to 1700.
B. From 1700 to the present. *Prerequisite: SPA 4AB.*

SPA 115/215 Applied Linguistics: Spanish as a Second Language (3)
The linguistic approach to the teaching of Spanish.

SPA 118/218 Historical Grammar; Spanish as a First Language (3)
Origins and development of the language to modern times. Suggested for teachers.

SPA 123 Literary Expression of Medieval Thought (3)
Themes, ideas, and forms of medieval literature as an expression of the life, thought and attitudes of the middle ages: poetry, prose and drama. *Prerequisite: SPA 112A.*

SPA 124/224 Golden Age Literature (3)
The development of Renaissance and Baroque writing from Garcilaso to Calderon. Interpretation and analysis of selected poems, plays and novels. *Prerequisite: SPA 112A.*

SPA 130/230 Nineteenth Century Spanish Literature (3)
Romanticism, Realism and Naturalism as manifested in the works of representative authors. Detailed study and analysis of selected works. *Prerequisite: SPA 112B.*

SPA 132/232 Studies in the Generation of 1898 (3)
The spirit of the Generation of '98 as reflected in the works of major representative authors. Intensive analysis of selected works. *Prerequisite: SPA 112B.*

SPA 135/235 Peninsular Literature of the Twentieth Century (3)
Major trends in peninsular poetry, theater and prose fiction from 1898 to today. Intensive study of specific authors and critical analysis of selected works. *Prerequisite: SPA 112B.*

SPA 138/238 The Literature of Colonial Spanish America (3)
Examines pre-conquest, conquest and colonialization of the Spanish-speaking New World in documents, chronicles, letters, fiction, poetry and theater. *Prerequisite: SPA 44/144.*

SPA 140/240 The "Modernista" Poets (3)
A study of the literary significance of "Modernismo" in Spanish-American poetry through an intensive study of its most representative poets. Characteristics of the movement, its culmination and decadence. Interpretation and analysis of selected poems. *Prerequisite: SPA 112AB.*

SPA 141/241 The Spanish American Novel from 1910 to the Present (3)
After a brief consideration of the development of the Spanish-American novel, a detailed study of the genre of the early twentieth century, its social and literary significance. Interpretation and critical analysis of representative works. *Prerequisite: SPA 112B.*

SPA 143/243 The Spanish American Short Story (3)
A study of representative short story writers of the nineteenth and twentieth centuries through critical analysis and interpretation of selected works.

SPA 147 Literary Analysis (3)
Introduction to the study of literary devices, figures of speech and the differentiation of literary genres.

SPA 190AB Special Studies (3-3)
Courses designed to investigate areas of special literary interest: genres, authors, themes. Internship program in areas related to Spanish.

SPA 191 Senior Thesis (1)
Spanish majors must complete a senior thesis in literature under the direction of a department member, enrolling in *SPA 191, Senior Thesis*, during the term in which they complete the work. Upon acceptance of the paper by the department, the student receives one unit of credit and no grade.

SPA 199AB Independent Studies (1-3, 1-3)
Directed readings and research. For qualified students with the approval of the department.

SPA 227 El Quijote (3)
The meaning of Cervantes' masterpiece is sought through a careful study of its form and content. Past and current interpretations are examined.

SPA 272AB Peninsular Literature Since the Civil War (3-3)
Analysis of the principal literary and ideological characteristics of post-Civil War Spanish letters through study of (a) the novel, selected examples, and (b) the theater from Buero Vallejo's early works to the present.

SPA 290 Directed Independent Studies (3)
Prerequisite: Graduate standing and acceptance by the department.

SPA 299AB Independent Studies (1-3; 1-3)
Directed readings and investigation. For qualified students with the approval of the department.

SPA 331 Spanish for School Personnel, Level I (3)
Develops the most fundamental conversational Spanish skills for the classroom as well as reading, understanding, and writing abilities. Language lab, active class practice, and exchange in Spanish.

SPA 332 Spanish for School Personnel, Level II (3)
Continues progress of basic Spanish conversational skills for the teacher. Stress is on participation in class conversation as well as on developing skills in reading, understanding, and writing. Language lab every session.

Special Programs

Academic Programs

A maximum of six non-required units in this area may be counted towards the baccalaureate degree without permission of the Dean.

Physical Education

PED 7 Aesthetics of Dance (1-3)
Study of the technical aspects of moving, creation of dances (choreography), philosophy and history of the dance, and critical appraisal and evaluation of professional dance performers. May be repeated for credit.

PED 8 Dance Workshop (1-6)
Application of techniques of dance with the opportunity for original performance.

PED 9 Physical Education (½-1)
May be repeated for credit.

Special Courses

SPR 1 Personal Typewriting (1-2)
Introduction to the basic typewriting skills; knowledge of the keyboard, letters, tabulation, vertical and horizontal centering, manuscripts, and business forms. Students expected to attain a minimum speed of 25-30 wpm. Only students with no typing knowledge or very minimal typing experience are eligible to register for this course. May not be counted toward the baccalaureate degree.

SPR 11/111 Seminar (1-3)
May be repeated for credit.

SPR 12/112 Studies in Humanities (1-3)
May be repeated for credit.

SPR 13/113 Studies in Contemporary Society (1-3)
May be repeated for credit.

SPR 14/114 Independent Study (1-3)
May be repeated for credit.

SPR 15/115 Workshop (1-3)
May be repeated for credit.

SPR 16A Leadership Seminar I (1)
An introduction to the theory and issues of leadership, with particular emphasis on the application of these principles to women in higher education.

SPR 16B Leadership Seminar II (1)
An investigation of the concepts and techniques of leadership which enables the student to assess individual leadership skills. Particular attention is devoted to the study of and participation in leadership skill-building workshops.

SPR 18/118 Career Planning Seminar (1-2)
Training in how to analyze one's needs, interests, skills and values; application to decisions about work, leisure time, choice of major and academic planning. Introduction to the most accurate sources of career information and traditional and non-traditional ways of finding a job, with special emphasis on resume writing and interviewing skills. Special topics such as integration of a career with family lfe may be discussed according to class needs.

SPR 19 Personal Awareness (1)
An application of Abraham Maslow's theory of a hierarchy of needs to the life of the student. It will explore what these needs are, how the resources of the college can help in meeting these needs, and how to be more successful and efficient in meeting these needs.

SPR 20 Reading and Academic Study Techniques (3)
An analytical method to strengthen reading efficiency: includes theory and practice to strengthen habits of systematic listening, notetaking, and techniques for handling related study problems: reference books, literary works, textbooks, and current academic readings. Credit for SPR 20 may not be counted toward the baccalaureate degree.

SPR 60A OUTREACH: Social Action (1-3)
A multi-faceted community action program geared to help people in need. Approximately twenty-five hours of volunteer work under supervision in an approved agency or center and a weekly seminar required. May be repeated for credit.

SPR 60B OUTREACH: Fieldwork (1-3)
Consists of fieldwork related to a particular course or program. It extends the instructional process and awareness beyond the campus in order to have career-related experience, to derive meaning from real-life situations, and to give community service.

SPR 60C OUTREACH: Term (3)
An interdisciplinary focus on a "problem" and its complexities either on or off campus.

SPR 80 Group Experience (1)
Intended to assist students in orientation to college by providing each student with the opportunity to make her own choices, recognize her own values, and set her own goals in a group situation. Each group member has the opportunity to (1) find meaning in her college studies and related experiences; (2) develop a greater understanding of herself and others; (3) develop constructive feelings about herself; and (4) develop positive forms of behavior.

SPR 98 Special Experience (1-3)
This course has variable title, content, and credit It is designed to give students the opportunity to obtain credit for an experience obtained prior to or concurrently with their regular classes. The specific course title and description is prepared when the student enrolls in the course. A student may enroll in this course no more than three times.

SPR 99 Special Experience: Independent Study (1-3)
This course has variable title, content, and credit. It is intended to allow a student to engage in independent study under the direction of a faculty member. The specific course title and description is prepared when the student enrolls in the course. A student may enroll in this course no more than three times.

Extension Programs

Units in this area are for enrichment and will be accepted toward degree only on an individual basis.

Great Books Programs

EXT 365 Great Books — Leadership Training Course (3)
This course demonstrates the basic techniques for the selection, appreciation, and understanding of good literature for young people. It is designed for in-service teachers, business men and women, civic lay and professional groups. This is a three part course; all three parts must be successfully completed before credit is granted.

Speech and Drama

SPE 10/110 Public Speaking (3)
Exercises in speaking before an audience; developing techniques of persuasive public utterance.

SPE 13/113 Oral Argument (3)
Techniques of organizing, constructing, and delivering oral argument; group discussion and platform practice.

SPE 15/115 Drama in Action (3)
Training in performing and production aspects of the theater; occasional opportunity to discuss drama with working artists, and visits to local dramatic productions. Course culminates in public dramatic production. May be repeated for credit.

SPE 191/291 Directed Study (1-3)
Study in a field of special interest, under the direction of a department member. May be repeated for credit.

SPE 192/292 Special Studies (3)
In-depth exploration of special interest areas in the study of speech and drama. May be repeated for credit.

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Sister Barbara Cotton, M.A., Director of Residence, Chalon Campus
Sister Ruth Ellen Daly, M.S., Director of Learning Assistance Program
Sister Mary Magdalene Digneo, M.A., Associate Dean for Student Development, Doheny Campus
Sister Patricia Mary Dugan, B.A., Registrar; Director of Academic Counseling Center (January 1979)
Sister James Marien Dyer, M.A., Associate Director of Residence, Chalon Campus
Sister Joyce Marie Gaspardo, B.A., Campus Minister
Mary Kathryn Grant, Ph.D., Associate Dean for Academic Services
Helen Hawekotte, B.A., Director of College Relations and Acting Director of Admissions
Audrey Kelley, R.N., Health Service Coordinator
Sister Catherine Therese Knoop, Ph.D., Director of Institutional Research
Jane Melom, M.A., Consultant for Academic Advisory Services
Mary Ann O'Brien, M.S., Director of Financial Aid
Sister Helen Oswald, M.A., Registrar, Chalon Campus (January 1979)
Laurence Press, Ph.D., Coordinator of Computer Services
Lynda Sampson, M.L.S., Assistant Librarian, Doheny Campus
Mary Anne Sterling, B.A., Assistant Director of Recruitment and Admissions, Doheny Campus
Julia Surtshin, M.S., Assistant Director of Residence, Chalon Campus
Sister Joseph Wilson, M.A., Assistant Registrar, Doheny Campus
Sister Patricia Zins, B.A., Director of Residence, Doheny Campus

Business Management and Development Staff

William Blundell, Supervisor of Buildings and Grounds, Doheny Campus
Sister Rosanne Bromham, Assistant to the Business Manger, Doheny Campus
Sister Teresa Dunbar, Coordinator of Printing and Graphics
Carlota Estrada, Bookstore Manager, Doheny Campus
Deborah Fritz, Bookstore Manager, Chalon Campus
Arlene Garvey, Associate Director of Development
Katherine Korman, Director of Personnel
Meryl Longenecker, Coordinator of Purchasing
Sister Rose de Lima Lynch, Director of Alumnae Relations
Sister Rose Bernard McCabe, Assistant Director of Alumnae Relations
John Manning, Supervisor of Buildings and Grounds, Chalon Campus
Sister Adrienne Clare Pereira, Coordinator of Facility Improvement and Planning, Chalon Campus
Ata Shafiyoon, Director of Food Services
Sister Anne Marie Sheldon, Director of Press Relations
Sister Marie Bernadette Walsh, Director of Accounting and Business Office Manager

Faculty

†Sabbatical, 1978-1979
*On leave, 1978-1979

Alzobaie, Patricia Lei — Lecturer in English
B.A., California State University, Los Angeles; M.S., M.A., Ed.D. (Cand.), University of Southern California.

Arnold, Sister Mary Frederick — Associate Professor of Psychology
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Bennett, Daphne Nicholson — Professor Emeritus of English and Speech
B.A., M.A. (Reg) Diploma in Dramatic Art, University of London; M.A., Ph.D., University of London; M.A., Ph.D., University of Southern California; postdoctoral study, University of Oxford, Shakespeare Institute, University of Birmingham.

Bernhardt, Robert — Lecturer in Music
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Bero, Francesca — Instructor in Education
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Block, Thomas — Lecturer in Physical Sciences
B.S., University of Wisconsin, Madison; Ph.D., University of California, Los Angeles.

†**Bonino, MaryAnn** — Associate Professor of Music
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Borchard, Sister Margaret Clare — Academic Resource Personnel II
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Bundy, Hallie F. — Professor of Biochemistry
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Calloway, Sister Rose Gertrude — Professor Emeritus of Mathematics
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Clark, Alfred T., Jr. — Lecturer in Education
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Design/Concept: Van Noy & Company, Los Angeles Copy: Terry McFadden Photography: Tom Zimberoff, Jim Van Noy Printing: Penn Lithographics